NEGOTIATED SPACES: A PARADIGM FOR DECENTRALIZED LIBRARY
SERVICES

By

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ABSTRACT

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In 2003, New York Theological Seminary sold its library and began a series of
negotiations for the use of other libraries and local resources. Relationships with the
Burke Library and the Columbia system assured access to a world-class research library,
but did not provide necessary access to databases and other resources from students'
homes or places of employment. By mapping information resources in the community
and negotiating access to institutions, Library Services has successfully created a
decentralized library, without incurring unwarranted expense for the seminary.

Until this project, the NYTS negotiated library system has been undefined and has
lacked a manual that maps networked information spaces and provides direction to
available resources. In addition, Library Services has lacked an information literacy
training manual that corresponds to the needs and realities of student lives, while
remaining faithful to the mission of the seminary.

In this project, I will investigate the concept of a negotiated library and will
develop a paradigm of decentralized library services that is consistent with the vision of
NYTS as a seminary without walls. The project will demonstrate how the negotiation of
resources—information providers, computer access, broad information literacy training,
and in-depth documentation—can create a sufficient, flexible, and inexpensive negotiated
library that empowers individual students and transforms their ministries.

To

my partner,

Thomas R. "Tom" Fuller,

who has put up with my anxieties, doubts

and constant mood swings throughout this process,

and still has had the grace to proof the text of this project.

Any value in this text is proof of the power of his Love;

Any notion of hospitality it might express

is founded in his incredible

generosity of

Spirit.

ACKNOWEDGEMENTS

PREFACE

The only thing that's important is that sense of negotiated space where writer and reader interact.   Richard Caddel

I invite you into this space to have a little chat. I expect you will become frustrated at what I do not say or do not say well, and I will become anxious of your pauses, trying constantly to please you so that you do not close the door to the possibility of this relationship. Although I admit that I seek your praise, I ask for your sincerity. I have written these words in order that you might give meaning to them.

                                        December 3, 2009

Note to the reading of this text: The text has extensive footnotes: citations, further information, and reflections. The reflections are equally thoughtful, pedantic and supercilious, and reflect the range of my ramblings. The text notes are an attempt to create a conversational space in order to provide you with a sense of who you are negotiating with.[1]

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[1] I will not be insulted if you choose not to read them.

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INTRODUCTION:

APRÈS VOUS

Today, while switching trains at Time Square, I was once again struck at how thousands of people can frantically rush up and down stairs, and still arrive at their destinations unscathed. There were bumps and jostles, a few words spoken, and many a grimace or evil eye, but nobody was hurt. Through a complex set of visual and verbal signals, a massive number of people were able to negotiate through the corridors of the train station, opening spaces that were immediately taken by others. This constant creating and letting go of space to another unknown person was accomplished without so much as a Levinas *après vous*.[2] Once on the train, individuals raced for vacant seating space, staying as far away from one another as possible—two magnets pushed together, but keeping the maximum distance apart—as the seats filled. A woman, large enough to fill two spaces, made her way to a tiny space between two young men. With a "harrumph," she pressed herself into the space, and although the young men on either side fought valiantly to hold out against this onslaught, they and the entire row eventually surrendered and moved over enough so that she was able to fit in.

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[2] According to Critchley, the phrase *'après vous, Monseiur'* may be seen as the summation of Levinas' ethics, the "everyday and quite banal acts of civility, kindness and politeness." It could be referred to as an ethical phoneme, an ethical particle. I am constantly surprised that in the chaotic motion between trains, a certain non-verbal civility is performed. In a technologically globalized world in which there no longer seems a space for Levinas' phrase, we have developed a way to telegraph simple kindness. See Simon Critchley and Robert Bernasconi, *The Cambridge Companion to Levinas* (Cambridge: Cambridge University Press, 2002), 27.

In this entire process, not a single word was exchanged, although the looks of some gave credence to the idea of checking weapons at the door. One could argue that the woman had no the right to "claim" more space than was presented as vacant, and that it was unfair that she claimed more than "her share." But the woman created space that would not otherwise have existed. In a sense, she recognized space that others did not, which spoke volumes to the number of negotiable spaces that exist around us that we are either unable to recognize or unprepared to claim.[3]

Negotiation of space always involves questions of power, social status, economics, and mobility, and requires an understanding of the acceptable rituals of exchange. A recent credit card commercial featured hundreds of shoppers at a retail establishment furiously swiping their credit cards, one after another, in a type of choreographed dance of immediate gratification. Suddenly someone "out of the know" presented cash as payment, and the entire flow of buyers shut down. The message was that anyone who uses cash disrupts the flow of space properly negotiated through credit, and paying with cash is an anti-social action. A disruption of flow occurs in the city when outsiders do not know how to claim space. All of us have been walking down the street when a tourist decides to stand and block the sidewalk in order to look up at a skyscraper. Like the line of shoppers in the commercial, pedestrian traffic comes to a halt and is backed up when outsiders do not know how to properly negotiate space.

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[3] I am indebted to President Dale T. Irvin for his concept of the "God of excess," which he expresses in his writing and preaching. This is not a god of enough but "the God of excess" that creates an amazing variety of languages, cultures, and modes of access. This excess shows itself in the range of resources that are available when and if we are able to open our eyes to them or help open the eyes of others. Rather than a lack of sufficiency, I have found that information resources are excessive, and that the greatest challenge is not to find information, but to discern its quality and utility.

If you live in New York City, you realize that space is always being negotiated, constantly being created and destroyed—carving out room on a subway platform; navigating a crowded street; turning up the volume on the television to drown out the soprano practicing next door. You negotiate entrance into the library with a valid ID card; you negotiate exit from your job at night by signing out at the front desk. You negotiate your rented living space and even your pew at church. The negotiation of space is an ongoing process, as boundaries are being constantly established and changed.

I use the term space rather than place to emphasize the difference between a defined location and the ritual of establishing ownership. For instance, when two people walk toward one another on a narrow sidewalk, they must negotiate the order in which they will both proceed using verbal and non-verbal cues, as two pedestrians cannot occupy the same place at the same time. Place ceases to have meaning in regards to Internet access, however, as the physical location of an individual surfing the web is defined, not by physical space, but by cyber-space—a space that can be simultaneously inhabited by an unlimited number of pedestrians. Negotiated spaces are never finalized, but are always in the process of becoming.

The concept of negotiated spaces is especially relevant at this time of globalization when ideas of territoriality and place are being radically revised. Employees of transnational corporations; both documented and undocumented immigrants; and foreign students are calling into question the very concepts of local and national territories. Foreign students and employees of transnational corporations constantly negotiate spaces, not only where they temporarily reside but also where they have come from. More than in any other American city, New Yorkers increasingly

inhabit negotiated spaces. In 2006, more than two-thirds of all New Yorkers rented

space, and projections are that an estimated eighty percent will eventually do so.[4] Rental

spaces can be claimed but never owned, which means that occupants claim personal

space without ever having complete control of it. To refer to a rental apartment as "my

apartment" speaks to the ways in which we can temporarily claim space as our own

without ever needing to own it.

     For immigrants, migrant workers, and foreign students who are living in New

York, and for people who are on the extreme economic or social fringes, the ability to

negotiate a living space[5] is hampered by language, economic insecurity, and racism. For

such communities, the church has traditionally served as a space where successful

negotiation and empowerment can occur. Other spaces include libraries, especially local

libraries, that offer, not only books, but also music, video, and access to the most

empowering space in the 20th century: the Internet. It is not uncommon to visit a branch

library and find all of the computers spaces filled with people surfing the Net or checking

their email. Others are opening and navigating new communities in cyber-space through

online chat.

     Historically, the campus library has been the center of schools of higher

education, including seminaries. Originally designed for resident faculty and students,

questions about times of operation and access were not pressing. Changes in

demographics and work patterns, however, now demand that seminary libraries change

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[4] Shreema Mehta, "Rising 'Stabilized' Rents Threaten New Yorkers' Housing," *The New Standard*, June 30, 2006, http://newstandardnews.net/content/index.cfm/items/3366 (accessed November 12, 2008).

[5] I use "living space" to refer to the *quality* of space. It comes from the phrase "living wage," and is meant to express the minimum social, economic, and spiritual qualities of space that are necessary for the negotiation of an empowered life.

the way that they do business if they are to continue. The dialogue about the form of the

library in the future must begin with a new understanding of the relationship between

information and space. Libraries can no longer function as *cul-de-sacs* and gated

information communities, but must serve as portals—throughways, windows of

connectivity—and nodes on and between distributed networks. [6] Rather than a top-down

approach where information professionals decide what a library should look like and

what it should do, the 21st century negotiated library is a dialogue that includes both

information provider and information consumer. We need to express our eagerness and

willingness to dialogue with the many communities that we represent, in order to re-

negotiate space that better meets their needs.

> According to Hanson and Levin, in *Building a Virtual Library*,

> In paper-based libraries, the definition of a core collection is material that
> is purchased; in the digital environment, the emphasis is on access rather
> than ownership. *Libraries no longer own materials, they license them*
> [emphasis added].[7]

> In many ways, the historical development of libraries mirrors the journey of

NYTS, moving from the status of owner to that of renter or licensee. Crucial to both of

these relationships is the concept of access, and questions of who has or should have it.

Once an institution relinquishes its rights to property, it must function through

negotiations, so the important question for NYTS became not how it owns place (it owns

none), but how it claims and negotiates leased and rented space in a way that empowers

students and faculty. The "campus as city" not only describes how the seminary uses the

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[6] *Cul-de-sacs* and gated communities are attempts to produce controlled or controllable spaces, the illusion of place. The state of Virginia has recently passed a law that bans the design of *cul-de-sacs* in housing developments that do not allow "connectivity" between roads or throughways for emergency vehicles. "The Cul-de-sac Ban," *New York Times Magazine*, 13 December 2009, 34.

[7] Ardis Hanson and Bruce Lubotsky Levin, *Building a Virtual Library* (Hershey, Pennsylvania: Information Science Publishing), iv.

metropolitan space as a "pedagogical canvas,"[8] but also how the seminary negotiates personal, pedagogical, physical and ministerial spaces and nodes within and without it. When the entire city (and its global relationships) is identified as the "campus" of the seminary, then the seminary becomes a decentralized, undefined space, rather than an identified or identifiable place. It performs in the space of the city and has no place to call its home—unlike wiser and more affluent institutional foxes.

In 2003, the expense necessary to maintain a residential library at NYTS could no longer be justified by the Board, nor did ownership of a library seem consistent with the ethos of the institution. Attempting to remain true to its calling to the city, while appreciating the need to reduce operating expenses, the seminary sold its library collection to Fuller Seminary in the spring of 2003. Without a permanent collection to maintain, the seminary was given the chance to reimag(in)e both the library and the Library Director. I was hired to that position in July, 2004 in order to maintain relations with seminary libraries and especially the Burke Library, create and maintain a virtual space for the storage of reserve material, develop student and faculty computer literacy, and provide online resources.

After I was hired, the title of the position was changed from Library Director to Director of Library Service, emphasizing the position as one of service—my background is in customer support—rather than collection development, cataloguing and library

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[8] I use the term "canvas" because negotiation of space, like painting, is a creative act. In her notes for an ATS self-study, Eleanor Soler explains the move of the seminary to Morningside Heights as having pushed the library toward a "dispersed pedagogy," a pedagogy that is consistent with my idea of decentralized library services. Eleanor Soler, "Notes to the Library Resource section of the NYTS ATS report," August, 29, 2003. The term "dispersed" referred to the fact that classrooms were held at Riverside Church and Union Theological Seminary, the library was at UTS and administrative offices were in the "God box" at 475 Riverside. Since 2004, the pedagogy has continued to "disperse" with the introduction of online classes and virtual resources.

maintenance. It soon became clear to me that the seminary could not afford subscriptions to the online resources that students needed. Powerful indices and databases, especially the ATLA Religion Database, were not available to students from their homes, and it was unrealistic to expect that the necessary licensing funds would become available in the near future. It was also clear that even if online databases could be provided, they would be worthless to a large number of NYTS students who were without the computer skills and equipment necessary to navigate them. It became apparent that the resolution to the problem would require the simultaneous development of resources, training and documentation—the negotiation of a decentralized network of resources and training, as well as specific and easily accessible documentation.

This project seeks to develop a strategy for providing a financially feasible network of resources that provide NYTS students, faculty and staff access to the widest possible range of information spaces. In addition, it seeks to establish the training and documentation necessary for users to obtain the skill-set necessary to navigate those spaces. By providing new maps of resources and the tools for spatial negotiation, NYTS Library Services seeks to empower users with the ability to find and use information in order to produce new knowledge for their ministries and the "*Shalom* of the city."[9]

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[9] "Seek the Peace and prosperity [Shalom] of the city to which I have carried you into exile. Pray to the Lord for it, because if it prospers, you too will prosper" (Jer. 29:7). This is one of the most important biblical passages associated with NYTS, especially in reference to the Webber years. The presentation of the city, not as something outside of the seminary walls, but as the location of the seminary itself is emphasized in Webber's decision to personally move to the location of his ministry in East Harlem. Webber expands on this idea in his book, *Today's Church: A Community of Exiles and Pilgrims*. "One way to view the church is as a community of exiles, en route to the city of God. As we journey in faith, our ministry is to witness to the *shalom* that is available here and now." George W. Webber, *Today's Church: A Community of Exiles and Pilgrims* (Nashville, Tennessee: Abingdon Press, 1979).

Challenge Statement

As Director of Library Services at New York Theological Seminary, I am aware that students are alienated from the residential seminary library, and obtain most research knowledge from public or college libraries, personal libraries or the Internet. In this project, I will investigate and institute a paradigm of decentralized library services that will be more consistent with the vision of NYTS as a seminary without walls.

CHAPTER 1:

THE SITE AS TEXT

My professional background is in computer services rather than library science, in customer and computer support, rather than in cataloging and maintaining library collections. For this reason, the concept of a library network with multiple centers, which can be distributed over a long distance to a large number of users, is the natural way I approach information systems. On a computer network, access to information is a matter of establishing rights. User rights can be as narrow as access to a specific shared document, or as broad as total control of the network.

Like other institutional networks, libraries are usually administered in a way that protects the rights of a class of users who have always been protected and limits access to those who have always had limited access.[10] As the user-base of libraries changes, however, traditional rights and privileges may no longer be sufficient, but must be negotiated so that nodes of information may be added or removed that fit the needs of users and the financial resources of institutions. Ideas of rights and privileges are no longer static, nor can they be easily defined and maintained. The library is only one of

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[10] In 2004, I designed, instituted and maintained Blackboard, an Internet distance learning program, for the seminary. In order to do so, I needed full administrative rights. I set up all classes, enrolled users into sessions, and uploaded all reserve materials. Even though maintenance of such a large system required enormous work on my part, it also provided me great visibility and authority in the institution. When we changed to Moodle, a new system administrator took over and I was provided with standard teacher's rights. I went through months of depression as my new state no longer allowed me to "fix" problems for users, which had previously afforded me such popularity and respect. It was after this change, that I came to better understand how access can affect one's sense of self, and how information professionals (including me) tend to hold back knowledge in order to maintain control.

many knowledge delivery systems—including electronic systems, such as television and the Internet. Concepts of access have expanded into broader ideas of information negotiation and knowledge management.

Knowledge management is usually confined to the business and IT worlds, with a special emphasis on the management of Internet information.   According to Shan Pan, et al., "[k]nowledge management contains a range of processes, including creating, sharing, interpreting, storing and reusing knowledge."[11] Information or knowledge delivery systems provide a nebulous but initial place to begin understanding the relationship between archived knowledge and the entire process of creating and sharing knowledge in the seminary community.

If academic knowledge is the result of the reuse and reinterpretation of stored information, then the manner in which it is stored and the restrictions placed upon it will impact the shape of future knowledge.   Using knowledge management as a paradigm for the library, stored knowledge is retrieved to aid in the production of new knowledge; shared within and without the academic/seminary community and processed in a form that can be stored and reused in the original or modified form; only to be reused for the creation of new knowledge, *ad infinitum*. The creation and distribution of knowledge is influenced by the processes of access and distribution, i.e., the level of control exercised and the method of delivery. Whether distribution results from a library card, membership in an organization, or access to the Internet, an awareness of the type and availability of delivery systems, as well as an understanding of how to use them, will determine who

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[11] Shan L. Pan, et. al, "Overcoming Knowledge Management Challenges during ERP Implementation: The Need to Share Different Types of Knowledge," *Journal of the American Society for Information Science and Technology* 58, no. 3 (2007): 405.

will use the knowledge, and by extension, what type of knowledge will be produced. In order to understand access and delivery, it is first necessary to understand the community that seeks access and the type of delivery system that is most beneficial and consistent with its ethos. The history of *New York Theological Seminary* (hereafter referred to as NYTS) can be seen as the development of knowledge delivery systems that are consistent with its mission, student demographics, and relationship to constituencies.

NYTS is a graduate teaching institution that prepares men and women for ministry in the city. From its inception, the seminary has been decidedly non-denominational and non-creedal. The seminary was founded in Montclair, New Jersey in 1900 as *Bible Teachers' College*, with an impressive set of courses, offered by major biblical scholars of the time. According to a 1900 *New York Times* article,

> Three hundred studies and lectures will constitute the course for the first session of the Bible Teachers' College to be held in Montclair from January until June, 1901...Dr. W.W. White, the Principal of the college, will give, in all, eighty studies during the session.[12]

From the beginning, the seminary expressed a commitment to the Bible, the City and the World, often referred to as the "three pillars, that are expressed in the present mission statement as "informed by Biblical witness" and "ministry in congregations, the city, and the world."[13] Throughout its development, the seminary has adhered to the

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[12] *The New York Times*, "Archives," 9 November 1900, http://query.nytimes.com/mem/archive-free/pdf?res=9E0DE2DF1E3BEE33A2575AC0A9679D946197D6CF (accessed October 12, 2009).

[13] One way to reimage this idea of three pillars is to ask where the text is read, or where are the margins of the text? For White, the question was textual and involved methodology and pedagogy for reading the Bible. The campus as city that follows is a reading of the city as text, and the action/reflection model is a reading of text out of and into the city. The text as world moves the text away from specific urban cultural context into globalized text with constantly moving margins, a series of nodal cities that can be read as either central or marginal. In the same way the campus library follows the form of Bible=place=ownership of books; City=ownership and negotiation of books; World=negotiated library that is based upon Internet space.

three pillars, but, at any time, has emphasized one over the others. According to Lester

Edwin J. Ruiz, it is this shift in focus that illuminates the historical changes in the

seminary and helps clarify its praxis in the world.[14]

The Biblical Text

The first President of *Bibical Seminary*, which would become the *New York*

Theological Seminary, was Wilbert Webster White. He was a leading proponent of the

inductive Bible study method which "emphasizes three steps in biblical interpretation:

observe, interpret and apply."[15] Although the Bible served as the basis of readings of the

city and the world, the text was not fixed to any translation, nor dependent upon

historical-critical method and it's archaeological methodologies.[16] The pedagogy

associated with White's method led to courses that emphasized reading the Bible in the

translation authorized by the community. The practical results of the method would be

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[14] Lester Edwin J. Ruiz, "Transformed by the Spirit: Cartographies of New York Theological Seminary for the 21st Century," presented January, 2006 at New York Theological Seminary, New York, 11. The graphical representation of "historic" NYTS spaces that was projected upon a screen during the presentation sparked my interest in mapping "negotiated spaces." Maps, as physical objects, have traditionally been used to establish rights and boundaries of political and social power. Maps as projected light seemed to offer the possibility of ephemeral, negotiated spaces that could exist outside of physical boundaries. According to de Certeau, space is praxis, a transitory or "practiced place," that may cease to exist in the future. Performance rather than permanence is becoming the basis of the majority of information that we receive and the knowledge that we pass on. We are preparing students to perform place into space, and that requires that we rethink how we talk about maps and boundaries. For a discussion of "practiced place," see Michel de Certeau, *The Practice of Everyday Life*, trans. Stephen Rendell (Berkeley, California: University of California Press, 1984), especially Chapter IX.

[15] New York Theological Seminary, "About NYTS," http://www.nyts.edu//index.php?option=com_content&task=view&id=12&Itemid=26 (accessed December 11, 2008).

[16] Education as archaeology is closely related to the ideals of 19th century history and textual criticism that proposed the reconstruction of historic time and place. In a sense, the Reformation transformed the Bible from an oral/written space informed by tradition, into an archaeological time and place that could be reconstructed to its original form and meaning. Not unlike Borges' absurd character who sought to rewrite Cervantes' *Don Quixote* by reconstructing 14th century Spain, the purpose of Protestant scholars since the Reformation has been to recreate the 1st century gospel. *Sola Sciptura* defined the authority of the Bible, and text became established as the sole source of revelation, an idea that is institutionalized in the seminary library.

what Ruiz would call "biblically grounded praxis."[17] In 1902, the seminary moved to

New York City, and the *Times* commented that "so promising is this college, that Donald

McColl, Secretary of the Young Men's Christian Association of New Jersey, has resigned

his position to become its [Biblical Seminary's] Vice President."[18] From its inception, the

seminary consciously related to both the city and the world, as a large number of

graduates became foreign missionaries. This early relationship of city and world was

intensified when, in 1907, the seminary organized biblical training for Italian immigrants

in their native language.

The City as Text

In the 1920's, the seminary continued its relationship with the city as it was

incorporated as *The Biblical Seminary in New York*. It owned and maintained its

classrooms, library and administrative offices in a building that it purchased on 49th and

Lexington. In 1967, the seminary was re-incorporated with its present name of *The New*

York Theological Seminary. With the presidency of George W."Bill" Webber (1969-

1986), a co-founder of the East Harlem Protestant Parish, the seminary began to

emphasize a new urban ministry in action. This "new" ministry was actually a

continuation of the philosophy of seminary education that began with White. The *Times*

painted this change in administration, not as a continuation, but as a radical reversal, a

salvation from fundamentalism, when in an article entitled "Seminary Breaks with

Tradition," it declared that the seminary," for 70 years a tiny fundamentalist enclave on

the East Side is venturing beyond traditional borders and becoming one of them most

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[17] Ruiz, 12.

[18] *The New York Times*, "Archives," 4 January 1902, http://query.nytimes.com/mem/archive-free/pdf?res=9C05E2D91E39EF32A25757C0A9679C946397D6CF (accessed October 12, 2009).

progressive schools of theology."[19] In the *Times* article, Webber saves the seminary from

itself, opening its hermetically sealed doors to the world. The analysis results from the

confusion of biblically-based education with fundamentalism, a confusion that continues

today, as the seminary is constantly seen as "becoming" more progressive. The problem

with the article is that W.W. White was never a Fundamentalist, and although the

seminary was residential, it was never an enclave. The identification of the mission of

the seminary with urban ministry was a change in focus rather than a repudiation of the

past. Webber's methodology that succeeded in emphasizing practical ministry in the city,

and particularly the inner city, only gave new form to the historical mission of the

seminary. The "new approach" to seminary education resulted in a "displacement" of the

text from the school to the city so that text became "society itself."[20] The emphasis of

education at NYTS moved from the bible as text to city as text, or more exactly, to a

reading of biblical text into the city and the city into the text.

   Ironically, the success of this reading resulted from, rather than in spite of, the

fact that the seminary was on the verge of financial collapse.[21] W.W. White's belief that

the seminary should never have an endowment but should depend upon gifts,

accompanied by a history of poor management, had left the seminary in such an unstable

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[19] "Seminary Breaks with Traditions," *The New York Times*, "Archives," November, 1969, http://select.nytimes.com/mem/archive/pdf?res=F20A13F83B551B7B93C3A9178AD95F4D8685F9 (accessed October 12, 2009).

[20] "The text was formerly found at school. Today the text is society itself. It takes urbanistic, industrial, commercial, or televised forms." Michel de Certeau, *The Practice of Everyday Life*, 167.

[21] The greatest fears of institutions are tied to property. In his short book, *Led by the Spirit*, Webber shows how limited resources can produce creative space. The fact that the seminary was in financial crisis allowed Webber to change its focus and identity without incurring great risk. After selling the property, NYTS became a name, a logo space rather than a seminary of place. This "branding" of space rather than place is reflective of the present motion of global corporations. George W. Webber, *Led by the Spirit: The Story of New York Theological Seminary* (New York: Pilgrim Press, 1990).

financial situation, that Webber had actually come onto the academic stage with the intention of shutting the institution down. The only feasible short-term solution was to sell the buildings that served as the campus for NYTS. In 1976, the seminary sold its buildings and began renting space at Marble Collegiate Church, a church that was related to the social gospel, and whose conservative ministers, like David Burell, were known to have "worked hard to improve social conditions"[22] in the city. In 1931 Marble Collegiate became the pulpit of Norman Vincent Peale.

The iconic image of NYTS as a seminary that claims the city as its campus was the fortuitous convergence of mission and economic reality. The emphasis was upon accessible and affordable education that equipped men and women for ministry to the city. The seminary increasingly attracted men and women who came from the social and economic margins of society, and were being trained to perform their ministry for the marginal.[23] In a sense, NYTS had also become marginalized.[24] As a landlord/owner, the seminary had the luxury of access to classroom space at any time. As renters, however, with limited access to space, the seminary had to choose specific times, and eventually decided to modify its class schedule in order to conform to the work schedules of its

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[22] Gary Scott Smith, *The Search for Social Salvation: Social Christianity and America, 1880-1925* (Lanham, Maryland: Lexington Books, 2000), 335.

[23] I do not wish to further sentimenatilize "the marginalized." In terms of production and distribution, the vast majority of people are marginal, as the ability to create, produce and distribute information through educational institutions, libraries, television and the Internet is becoming increasingly centralized.

[24] Marginalization is only possible when there is a defined center. What actually occurred with NYTS was that, in losing property, it became distributed rather than centralized, and could no longer be defined in terms of a central place. Or to put it in network terms, it became a series of nodes that could function both centrally or peripherally. On a distributed network, like the Internet, center and periphery exist in terms of function rather than location. The same computer that requests information (peripheral) is also able to provide information (central) to other requesters.

students. Evening classes were instituted to make it easier for working men and women, and members of the ministry to pursue their theological educations.[25]

The World as Text

In 2002, NYTS moved to the Morningside Heights community of Manhattan, with administrative offices in the Interfaith Center at 475 Riverside Drive. This strategic move placed the seminary not only in a new relationship to the city, but also in a new relationship to a globalized academic community that included Columbia University, Barnard College, Jewish Theological Seminary, Union Theological Seminary, and the Manhattan School of Music. The Morningside Heights neighborhood of Manhattan changed the nature of the seminary, as NYTS entered into a new network with "prestigious"[26] academic universities and seminaries.

The increasingly large body of foreign students at NYTS and its relationship with other international institutions, demanded that the seminary expand its concept of the city and ministry. In his writing, then Dean, Dale T. Irvin, reframed Christianity as a merging of the globalized city and the globalized world, a node in a larger network. According to Irvin, "The city was never only a center. It was always also a thoroughfare, a node on a

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[25] True negotiation begins when we are stripped of our comfortable places. In many ways, we do not need to negotiate with others as long as we have everything that we need. By always being on the edge, NYTS has had the ability to negotiate the cutting edge.

[26] One of the difficulties for the distributed seminary is receiving respect from "prestigious" seminaries of place. Identity is an important reason why seminaries maintain ownership of buildings and library collections. Because many students, institutions, and accrediting bodies feel more comfortable negotiating with seminaries of place, distributed institutions such as NYTS may feel slighted and powerless before institutions of power, wealth and prestige. Institutions, however, no matter how large or powerful, are composed of individuals who are able to negotiate. Recently, Dean Moody-Shepherd told me that when she sits down with the dean of another institution, she does so only as an equal. Negotiation realizes power differences, but proceeds only on the basis of mutual respect.

nexus, one link in an urbanizing network."[27] Where the city forced upon us awareness and acceptance of diversity and the need to live together, the world pushes us further into space where acceptance is no longer sufficient, and where boundaries and identities are no longer clear. Where a reading of the city illuminates the margins, a reading of the world clouds the distinction between margin and text.

Boundaries of information have become increasingly unclear as the Internet has made it possible to write, save and view entire books and articles in digital form. The Internet lacks clear boundaries because it has no true center. As the world is connected through its cities, each of which is a center, so also the Internet connects thousands of nodes that are at once central and peripheral, depending upon how they are viewed— centrally sending information and peripherally receiving requested information over a decentralized network. The move to Morningside Heights demonstrated the portability of distributed knowledge systems and the wisdom of negotiating usage of a major library rather than reproducing books in a separate NYTS library collection. This relocation moved student access for information away from a centralized library and toward a much larger decentralized network of information sources. This decentralized library is consistent with a seminary that is not embedded in place, but whose values and goals are embodied in the people who call themselves NYTS. Those values and goals are well stated in the mission statement approved by the Board of Trustees on October 13, 2005.

> New York Theological Seminary is a diverse and inclusive community of learning with a historic urban focus. With Christ at its center, and with a curriculum informed by Biblical witness and Christian thought and tradition, the Seminary prepares women and men for the practice of ministry in congregations, the city, and the world. Led by the Spirit, and

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[27] Dale T. Irvin, "The Church, the Urban and the Global: Mission in an Age of Global Cities," *International Bulletin* 33 no. 4 (October, 2009): 177.

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in active partnership with churches, we seek to heed God's call for reconciliation, justice, evangelism, and transformation.[28]

The forms of ministry outlined in the first sentence of the mission statement are: diversity and inclusion; community; learning; historic and urban.

Diversity and Inclusion

It is impossible to know exactly how many ethnic communities are in the metropolitan area, but a report by the Ford Foundation notes that ethnic communities "support more than 150 daily and weekly newspapers, as well as dozens of other publications that appear less frequently,"[29] that are tightly interwoven into the fabric of the city. NYTS students and faculty represent a broad range of communities including over 50 denominations and faith communities. The average student age is 30-50 with a median age of 45. Most students have full-time jobs during the day and extensive Church and family-related duties. NYTS is one of the most diverse seminaries in America, which makes it a popular destination for students who wish to experience the diversity of the city in their classes and ministries. The NYTS ethnic profile reflects the diversity of the city if not its specific demographics:

> 65% African-American and African descent, 19% Asian and Asian-American, 8% European-American and 8% Hispanic. Approximately 62% of the 500 member population is male and 38% are female. 54 Christian denominations are represented, as well as students of the Jewish and Muslim faiths.[30]

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[28] New York Theological Seminary, "Critical Next Steps for New York Theological Seminary: Financial Sustainability in the Service of Theological Education as Ministry" (Unpublished Manuscript, November 1, 2005), ii.

[29] Ron Feemster, "New York's Amazing Ethnic Media," http://www.fordfound.org/publications/ff_report/view_ff_report_detail.cfm?report_index=490 (accessed December 9, 2007).

[30] Cynthia Diaz, "Introduction to Setting," (Unpublished Manuscript, 2006).

Diversity presents new challenges, and requires creativity and flexibility. The large number of students from foreign countries, especially Korea, present special language limitations, which often require in-class translation. Since the students tend to be older, they often do not have sufficient computer and modern library search skills. At the same time student schedules do not normally give them time to learn how to use a library like the Burke. Although NYTS has historically maintained a relationship with an academic library,[31] and/or has maintained one of its own,[32] statistics over the years have shown that students have become increasingly less likely to utilize seminary library collections such as the Burke and more likely to use personal books, the Internet and public libraries.

In 2004, Library Services instituted the storage of course reserve materials in Blackboard, an Internet learning system, in order to make them more easily accessible to students. Since that time, all classes are designed with Web-based access to course syllabi, and many instructors utilize the system in order to make course materials accessible online. In the summer of 2007, the seminary decided that the cost of Blackboard was too high and its upgrades were too infrequent. A committee that

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[31] In 1984, NYTS signed a formal contract with General Theological Seminary for a yearly fee of $140,000 for technical and public services. Upon its move in 2003 to Morningside Heights, NYTS negotiated access to the Burke Library with Union Theological Seminary for $125,000 per year. In 2006, NYTS negotiated with Columbia University for access to the entire Columbia University Library (including the Burke) for $70,000 per year for public services only.

[32] Since its inception, NYTS has maintained a library collection. "*In the summer of 2003 the Seminary moved to Morningside Heights, college-owned books were withdrawn and returned, and the collection was pared down to about 15000 volumes to fit into the new space in Dickenson Hall, Union Theological Seminary. In November, Union agreed to lease Dickenson Hall to Columbia and we moved again, to the ground floor. This space has the advantage of being near the bookstore and easier for students. However we had to cut again, down to 8000 volumes.*" Eleanor Soler, "Notes to the Library Resource section of the NYTS ATS report," August, 29, 2003. In the spring of 2004, the Board moved to sell the remaining collection to Fuller Theological Seminary, at which time NYTS ceased to maintain its own collection.

included the Director of Library Services, the Director of Distance Learning and an IT

consultant was convened to determine an acceptable alternative. The committee was

impressed with Moodle (Modular Object-Oriented Dynamic Learning Environment), a

free, open-source platform that would allow the seminary greater control and

management and was not limited by the size of student enrollment. At the end of the

summer, the faculty approved the change to Moodle.

Moodle is a small part of the negotiated library, and despite optimism about

technology, cannot replace the experience or resources available in a research library.

Traditionally, the library has been an important part of the seminary image and the social

and academic lives of students. The elimination of the NYTS library in 2003 should have

further atomized students, who have no opportunity of seeing each other, except in the

classroom. In spite of this, testimonies of students and the data from a two-year E.

Rhodes and Leona B. Carpenter Grant on inclusion that was carried out by the seminary

from 2006-2008,[33] affirm that NYTS students feel a strong sense of community, although

the physical arrangement of NYTS—the lack of a residential campus and library and the

fact that students probably see the faculty and one another only during evening classes—

would seem to make community impossible. Students speak of their strong feeling of

being a part of a community, a community that does not end with graduation. Not unlike

the communities that arise on the Internet, which would seem to have little chance for

success, but which are able to creatively offer a space where a large number of people

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[33] The purpose of the Inclusion project was to develop an understanding of "radical inclusion,"
the inclusion of even those who do not wish to be included or who are not inclusive of others. A radically
inclusive negotiated library would accept all forms of information resources as parts of its distributed
network. Archive libraries or online services are not superior or inferior to one another; all information
spaces must be analyzed as functional components of a larger negotiated system. All information spaces
are negotiable, even those that do not accept the concept of negotiated space.

feel included,[34] the NYTS nomadic seminary community has taken a form that could never have been predicted or planned, and which continues to inform students' lives and ministries in spite of distance and lack of physical contact.

Although NYTS prides itself on maintaining close contact with students after graduation and ordination as churches and pastors, the library has, historically, made no concerted effort to reach out to pastors and ministers in the city. In a negotiated library, however, inclusion of graduates and faith communities in decisions about information management is essential. NYTS students remain embedded in their faith communities during and after seminary, and have need of resources which may not be available in their church communities. As NYTS is committed to education as the means of creating a just society, it must remain involved in an ongoing process of information literacy and resource negotiation. Our commitment to positive change cannot be limited to the status of "seminary student." The faculty/preacher relationship with local churches could provide a model of how to do "library" to local congregations by taking training and services to the churches, ministers and the larger community, either personally or through an online learning system such as Moodle.

An essential part of the NYTS ethos is that the educational process does not occur in an academic vacuum, but is carried out daily by students in-with-and-for the faith communities of the city. Such praxis requires access to knowledge across many disciplines, such as psychology, sociology, medicine, and law. Ministers in the city should expect anything to happen and should know how to negotiate access to necessary

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[34] According to Facebook statistics, almost 175 million people log onto their Facebook account every day. Although these statistics do not, in themselves, prove the existence of a cyber-community, anyone who uses Facebook knows that it feels quite intimate and like a community of friends. Facebook, http://www.facebook.com/press/info.php?statistics.

resources, and NYTS graduates should also expect the seminary to continue as a recognizable presence in their communities.

NYTS images

One of the few "recognizable" images of NYTS is that of the Sower, with its references to the Parable of the Sower in Matthew 13; Mark 4; and Luke 8. Although the image provides an important link between *Biblical Seminary* and NYTS, the agrarian image fails to express the mission of an urban seminary in the 21st century. In 2004, the image of the sower was replaced with one of the skyline of the city to further emphasize urban ministry. The three pillars of NYTS that are represented in the logo—Bible, City, and World—correspond to the three nodes in the NYTS networked library structure— Dedicated Seminary Library; Local and Public Libraries; and the Internet. This model represents the historic motion of information delivery systems as well as the relationship between the delivery system and text. Private (seminary and university) systems are the most limiting and have the least range; patrons are limited to the educational institution. Public systems, such as the New York Public Library have a greater range and fewer restrictions; patrons are limited to the city. The Internet is global and not limited to any denominational, educational or geographical place; patrons are limited to the imagination.[35]

If we could greatly enlarge the New York City skyline in the current NYTS logo, we would see buildings covered with an array of antennae and dishes. Silently, invisibly, they are talking to receivers in other parts of the world, filling the sky above the buildings

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[35] Internet spaces are not necessarily limited to physical users, for users may take several virtual forms on the Internet. It is possible to create a number of Avatars or virtual representations of oneself that can be activated in cyber-space.

and stretching out across the earth and to the heavens, from the greatest cities to the smallest and most remote localities around the world. The New York City sky is now filled with every language in the world, talking about every secular and religious subject, linking the city to the world and the world to the city. All day long, students, who represent, not only the city, but also the world, are surfing the seminary of the city into the invisible, global city—the city as the world.

CHAPTER 2:

THREE HISTORIES OF ACCESS

In paper-based libraries, the definition of a core collection is material that is purchased. In the digital environment, the emphasis is on access rather than ownership. Libraries no longer own materials, they license them.

Ardis Hanson[36]

In my orientation classes for new students, I spend a considerable amount of time explaining how to gain access to the seminary and public library systems. Although we have improved the procedures and the quality of documentation, gaining access to the libraries is still an all-day affair for students. This fact is especially problematic for NYTS students, who usually have full-time jobs and may work on an hourly basis. It is little wonder, then, that students use the Internet as their primary library space, and that the instantaneous access that it provides should create a general expectation that information is immediate and that access is a right rather than a privilege. In one way, this expectation represents a positive affirmation of the democratic promise of equal access to knowledge, and the optimism of the Enlightenment; on the other hand, it represents a cultural need for immediate gratification, and the danger of equating quality with ease of access. A history of information is a history of social, political and economic access, and the history of the library is the record of the control of access. It is

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[36] Ardis Hanson and Bruce Lubotsky Levin, *Building a Virtual Library* (Hershey, Pennsylvania: Information Science Publishing), iv.

also a history of discernment of information and the restricted access to specific forms of information from "heretical" pamphlets to "pornographic literature" to academically unsubstantial literature.

Because NYTS students need access to a wide range of information, from books to the Internet, as well as the ability to discern its value, they are trained on three information systems that represent the range of library access—Dedicated Seminary Library; Local and Public Libraries; and Electronic Resources. The three histories that converge at NYTS are the Burke/Columbia Library System, the New York Public Library, and the Internet.

Seminary Library—Text

By 1889, the Burke boasted that its library contained "51,000 volumes, 47,000 pamphlets and 183 manuscripts, an impressive start to a collection"[37] that would rapidly increase to its present size of six to seven hundred thousand volumes. Although it is hard to determine exactly how it ranks as a theological library collection, it is generally regarded as one of the most important theological collections in the western world.

The Burke seminary library is based upon the Van Ess collection that was purchased in 1838 by Union Theological Seminary for a little over five thousand dollars.[38] The Van Ess is most notable for its collection of early incunabula, books printed before 1500. Reflecting the lag time in technology between the forms that it is capable of producing and the acceptable forms that it actually produces, early incunabula are often attempts to produce a printed form that emulates the manuscript tradition. By

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[37] Columbia University Libraries, "The Collection of the Burke Library," http://www.columbia.edu/cu/lweb/indiv/burke/collections.html (accessed November 1, 2009).

[38]George Lewis Prentiss, *The Union Theological Seminary in the City of New York: Historical and Biographical Sketches of its First Fifty Years* (New York, A.D.F. Randolph, 1889), 102.

employing high levels of craftsmanship, the printers attempted to reproduce the look and high quality of hand-made manuscripts. The books attempted to "deny their technological heritage by appearing in types that mimicked handwriting,"[39] and were often produced to fill in for an increased demand for manuscript production. The Van Ess incunabula represent the space between old and new technologies, between handwritten and typeset text.

Theological collections like the Van Ess served as the basis of theological libraries at several American seminaries. Although dedicated theological collections have been around since the beginning of seminaries, the Burke Library represents a truly American form that is not connected to a cathedral/university. It also shares a history with a group of clergymen called "The Prophets,"[40] who were not affiliated with seminaries, but in the 18th century developed sizable personal theological libraries. These private collections of the freethinking "prophets" would become the basis of major American seminary collections.

They also greatly affected education in such institutions as Harvard and Yale. Although these schools are attached to colleges with the same name, their designation as Divinity schools rather than seminaries represented a radical shift in seminary education. In the case of both divinity schools and Union Theological Seminary, the importance of the "New School" of thinking would lead to rifts with the churches that established them.

In 1837, the Presbyterian Church split into two factions known as the "Old School" and the "New School," with Union Theological Seminary associated with the

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[39] Nicole Howard, *The Book: The Life Story of a Technology* (Westport, Connecticut: Greenwood Press, 2005), 43.

[40] *International Dictionary of Library Histories*, ed. David Stam (New York: Routledge, 2001), s.v. "seminary library."

latter. In 1867, the Church once again merged, but the status of its associated seminaries and their libraries was not assured. Although Union Seminary was established as a Presbyterian institution, it could be included in a reunited Church only upon accepting the "principal of ecclesiastical control" and the "authority of the General Synod to veto in the case of the election of a professor."[41] Union, not eager to alienate its donors—many of whom gave only on the condition that the seminary was Presbyterian—agreed to the terms in 1871. The problem with appointments seemed a formality, but twenty years later, because of accusations of heresy against Charles Briggs, a professor at Union, the Assembly "disapproved"[42] of his transfer to a chair in biblical theology in 1891. This action necessitated that Union rescind its agreement with the Presbyterian Church and resulted in the establishment of a truly nondenominational seminary.

The relationship between denomination and seminary greatly affects the concept of access. The more that a library is associated with a specific institution, the more limited is access to members of that institution. The Burke Library was never an open access library, but was an academic library that allowed access to seminary students and scholars. Access to the larger world was only possible through specific agreements with the institution. Because of the rarity of the collection, limited access was essential to assure that unique works of paper were not destroyed. Because the library collection was only known to scholars who had access to its physical card catalog and because usage was dependent upon affiliation, the collection was little known to the general public. On the other hand, its insistence upon reorganization as a non-denominational

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[41]George Lewis Prentiss, *The Agreement between Union Seminary and the General Assembly: a chapter supplementary to "The Union Theological Seminary in the City of New York: Historical and Biographical Sketches of its First Fifty Years"* (New York: A.D.F. Randolph, 1891), 34ff.

[42] Ibid., 75.

institution kept open the possibility that the library could expand beyond its cloistered

walls. In 1891, Prentiss presented a future vision of The Burke.

> The time is not, I trust, so far distant, when every lover and investigator of
> sacred truth, from far and near, will be able here to find whatever he may
> want in the way of books, be he a Protestant, a Roman Catholic or a
> Jewish Scholar.[43]

This vision is reminiscent of Isaiah 56:7-8, where the new temple will no longer

be limited to the present Jewish nation, but will include all nations, for "My house will be

called a House of Prayer for all peoples." Prentiss emphasizes a space of "sacred truth,"

accessible not only to Protestants, but also to Roman Catholics and Jews. The library is

the temple and the temple is the library; access is no longer dependent upon how one

worships God, but rather upon whether or not one loves the truth that is found in books.

For the Burke, the realization of this vision was dependent upon two

developments: its relationship with Columbia University and the development of the

electronic card catalog. In a sense, the merger of the Burke with the Columbia University

Library seems foreordained. Columbia is one of the few Ivy League schools that was not

created for the education of Protestant ministers in the new world. In addition, because

its department of religion emphasized eastern religions rather than Christianity, Columbia

PhD students took courses in Christian history and theology at Union Theological

Seminary. Columbia and Union students were granted reciprocal access to the Burke and

the Columbia Library.

In the late 1990's and early 2000's, UTS, like many other seminaries, found itself

in a precarious financial state. In 1999, Joseph Huff was installed as president in order to

save the seminary from financial collapse. Because the Burke represented one of Union's

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[43] Prentiss, "The Union Theological Seminary," 77.

largest operating expenses, Huff and the Board determined that Union could no longer afford to maintain it. In the summer of 2003, the library collection was formerly transferred to Columbia University, and the Burke became one of the 23 libraries of the Columbia Library System. As Union had succeeded in breaking with the Presbyterian Church a century before in order to become a non-denominational seminary, the Burke Library would break away from Union in order to become an international library attached to a secular educational network. Once again finances had forced the seminary to alter its relationship to the "owned" library. The fact is that the maintenance of a major research library is no longer within the means or the mission of most 21st century seminaries and the loss of ownership represents a move forward from the maintenance of an "owned" place to the creation of a leased space, a sharing of resources that is consistent with the mission of seminary education. [44]

NYTS already leased student and faculty access to the Burke from UTS at an annual fee of $125,000. When, in 2007, NYTS President Dale T. Irvin met with Union President Joseph Huff in order to discuss a decrease in yearly payments, Huff responded with an unequivocal 'no' and invalidated the contract between Union, the Burke, and NYTS. A week later, James Neal, the Director of the Columbia Library called President Irvin with a new offer. As Columbia was the new owner of the collection, was financially secure, and was intent upon building positive community relations, they could afford to provide access to their entire library system at a low rate. In the summer of 2007, NYTS signed a two-year agreement with Columbia University for the use of the

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[44] The relationship between financial difficulties and creative development in seminaries deserves analysis. Since we have a tendency (and this last year has not helped) to consider financial instability only as a negative state, we cannot see how insufficiency could possibly serve as a powerful engine for the creation of new ideas and relationships.

entire system at $70,000 per year. For little more than half of what NYTS had paid

Union for access to the Burke, NYTS students and faculty suddenly had access to the

ninth largest university library in the nation, with 7 million volumes, an annual operating

budget of $34.4 million, and 112 librarians.[45] Although this represented a major

milestone in student access, the agreement came with a caveat. NYTS students did not

have off-site access rights to Columbia databases and e-Books. For many of our students,

who needed database access from home, this caveat was equal to no access at all. In

order to resolve this problem, I turned to the New York Public Library and its open[46]

access to all students who attend a New York City educational institution.

Public Library—City

The New York Public Library system is composed of four Research Libraries and

eight-two Branch Libraries. The research library allows free access to everyone, whether

or not they live, work, or attend school in the city. The branch libraries were created for

residents of New York city, and were constructed within and intended for communities

defined by school districts. Since school districts in New York tended to be related to

ethnic or racial demographics, the "free" branch libraries took on the quality of ethnic

libraries. Although a "free library" originally referred to access free of charge, it has

come to include access that is not defined by membership or economics, nor limited by

race, gender, and all of the "isms" that we use to exclude and include one another.

Several libraries vie for the title of first public library, but it can be argued that

free library systems have their beginning in the United States in the 19th century and are

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[45] Thomas D. Snyder, et al., *Digest of Education Statistics, 2005, NCES 2006-030* (National Center for Education Statistics, 2006), 675. *ERIC*, EBSCO*host* (accessed November 1, 2009).

[46] As the old Quaker saying goes, "Every time a door is closed, a far better one opens."

associated with the work of dedicated scholars like Horace Mann. By 1900, over 1,000

public libraries existed in several U.S. cities. For several reasons, not the least of which

was the incorporation of the separate boroughs into a single city, the NYPL lions did not

rise until the beginning of the 20th century. This was especially problematic, for not only

had New York City become the largest city in the U.S., but it was also a major world

capital that had already surpassed the population of Paris by 1850. It was the jealousy of

the town fathers as much as the work of scholars and reformers that finally pressed for

the construction of the Humanities Research Library at 42nd Street and 5th Avenue. The

building, completed in 1902 and finally opened to the public in 1911, was the largest

marble construction in the United States. With its grand entranceway and massive foyer,

the library was a temple to knowledge as well as a symbol of the new wealth and

sophistication of the city.[47]

　　　While the NYPL research library represents an astounding level of public access

and has extraordinary value for the academic community, it can be argued that the branch

library system had a far greater effect on the lives of individuals in the city, and

especially those who had recently made the city their home. After an exponential

increase in immigration in the last half of the 19th century, New York had truly become

an international city, and by 1900, 84% of white heads of household were either

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[47] The NYPL research library is one of several temples that were constructed in NYC in the same era, which show the close relationship between wealth and the access to knowledge: The NYPL Research Library as temple to knowledge; Grand Central station as temple to transportation, and the NY Stock Exchange building as temple to finance. They share a glorified Greco-Roman architecture, an emphasis on voluminous spaces, and the abundant use of expensive building materials such as marble. Not surprisingly, the names associated with the commercial and financial temples are the same names associated with the construction of the NYPL library system.

immigrants or children of immigrants.[48] It seems fitting that a man who made a fortune

through the abuse of immigrant labor should provide the funds for a free library system

dedicated for their use. In a March 15, 1901 letter to John S. Billings, Director of the

New York Public Library, Andrew Carnegie offered almost five and a quarter million

dollars for the construction of sixty-one branch libraries "for the benefit of the masses of

people," with the important stipulation that New York provide for "their maintenance as

built."[49]

> Almost overnight, The New York Public Library became a vital part of the
> intellectual fabric of American life. Among its earliest beneficiaries were
> recently arrived immigrants, for whom the Library provided contact with
> the literature and history of their new country as well as the heritage that
> these people brought with them.[50]

The branch libraries quickly became important cultural links for immigrants

during their transition into the city, bridging the gap between cultures. Training members

of immigrant populations has been an important mission of NYTS as well, for while the

NYPL was building cultural links for immigrants with the branch library system, the

seminary was providing classes in Italian in order to help the Italian immigrant

community. Ethnic communities have changed with time, but both NYTS and NYPL

continue to provide training to newly arrived immigrants without demanding that they

relinquish their pasts.

Although the creation of the libraries seemed based upon the highest of ideals,

there are a large number of scholars who see the public library as an attempt at social

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[48] Ira Rosenwaike, *Population History of New York City* (Syracuse, New York: Syracuse University Press, 1972), 90.

[49] New York Public Library, "Report for February," *Bulletin of the New York Public Library: Astor Lennox and Tilden Foundations* 5, no. 3 (March, 1901): 85.

[50] New York Public Library, "History," http://www.nypl.org/pr/history.cfm (accessed October 29, 2009).

control and hegemony. The principals of the Enlightenment, which are the basis of the

public library can also be regarded as means of control and elitist goals of social

improvement. According to de Certeau,

> the ideology of the Enlightenment claimed that the book was capable of
> reforming society, that educational popularization could transform
> manners and customs, that an elite's products could, if they were
> sufficiently widespread, remodel a whole nation.[51]

Lowell Martin counters this argument and says that there is no evidence to

suggest that the library was not created for "wholesome recreation" rather than social

control. Martin is quite adamant that later revisionist historians place undue emphasis on

elitist goals of social development and improvement. He believes that the library

movement is a combination of the ideas of entertainment and improvement, not unlike

the contemporary library that has French poetry alongside movies on CD.[52] He

emphasizes that the multifaceted and ultimately democratic spirit of the free library could

neither be reigned in nor contained by elites. I agree that the free library was not merely

an opiate for the masses, but I also think that we are naive if we underestimate the need to

control access, and no control was greater than that which was exercised over African-

Americans.

From the outset, most eastern and western cities, which had the lowest

populations of blacks, provided free unfettered access to African-Americans in public

libraries, and a 1902 stereopticon features an African-American at The Boston Public

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[51] Michel de Certeau, *Practice*, 166. No discussion of Enlightenment principals can be separated
from the elitist desire to transform society, especially in regard to libraries, with a very specific method for
transformation, an evangelical elitism, often referred to as liberalism.

[52] Lowell A. Martin, *Enrichment: A History of the Public Library in the United States in the
Twentieth Century* (Lanham, Maryland: Scarecrow Press, 2003), 13.

Library. [53] Such a photograph could not have been taken in most of the country, however, and particularly not in the south. Responding to the "separate but equal" ruling in *Plessey v. Ferguson* in 1896, at least two cities quickly established black-only library branches— the Free Library of Louisville in 1911 and a Cincinnati branch library in 1912. A survey carried out in 1930 revealed that only two cities in the south gave unrestricted access to African-Americans, while 18 cities provided none. [54]

During a Roundtable of the same year, the American Library Association (ALA) agreed to continue to allow segregated facilities at their conferences if they "met the minimum requirements," while making clear that immigration and not integration was its primary concern. Racism continued to be ignored by the ALA, and not until 1956, two years after *Brown v. Board of Education*, did it hold its first fully integrated annual conference. Only in 1961, did it amend its *Bill of Rights* to include race. [55]

Although located in what was once the largest slave owning state in the north, New York City became one of the first to develop an open access library system and make library education available to African-Americans. In 1900, the New York State Library School granted a library degree to an African-American, Edward C. Edwards, and was the first American college to do so. [56] Although the city was largely segregated, important branch and research libraries developed in largely African-American communities, particularly in Harlem. Most notable is the 135th Street Branch, which was

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[53] American Library Association, "Timeline in Library Development for African Americans," http://www.lita.org/ala/alonline/resources/slctdarticles/aframtimeline.cfm (accessed October 24, 2009).

[54] Maurice B. Wheeler, *Unfinished Business: Race, Equity, and Diversity in Library and Information Science Education* (Lanham, Maryland: Scarecrow Press, 2005), 10.

[55] George M. Eberhart, *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services* (Chicago: American Library Association, 2006), 379-380.

[56] Wheeler, 10.

begun in 1925, and which would later house the Schomburg Center for Research in Black Culture, the world's largest collection of African and African-American literary and cultural history.

During the Harlem Renaissance, the library was more than a place to find books; it became the cultural center of Harlem and the site of many important theatre productions. The 135th Street Library became a mirror of the community and a space for the construction of new cultural knowledge. Where the branch libraries served immigrant communities by bridging the gap between past and future cultures, the 135th provided a space where African-Americans, and especially scholars, musicians, writers and artists, could create a past and imagine the future. [57]

Although the NYPL library suffered with the rest of the city during the 70's and 80's, a new influx of money in the last two decades has provided it with previously unimagined resources. For NYTS students, one of its most important resources is the large selection of databases that are available to them at home. Because databases are so essential to our students, training and documentation is a priority for Library Services. Most subscription databases, which include dictionaries, encyclopedias, indices and abstracts, are licensed according to the number of users. Seminary libraries, and especially smaller ones, cannot afford to provide access outside of their student population. The public library, however, through special contracts negotiated with vendors can provide scores of important databases to anyone with a New York Public Library card. Since this card is available to any student attending a New York school,

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[57] Artists seem to best understand and live out the relationship between place and space. Artists negotiated and transformed the 135th Street library from a place into a performance space, where speech and motion were possible. Motion transforms place into relational space—this is why the dance metaphor works so well. When cyber-space is activated through negotiated space, information receiver becomes provider and provider becomes receiver.

our students have access to these databases whether they live in NYC or Seoul. Because

many databases, such as ATLASerials, have large selections of documents scanned

online, students now have access to a growing number of journal articles from their

homes. In 2005, responding to demand, I began to train students in the access of

important databases through the NYPL. That module is now a standard part of library

training in online digital databases and is covered in Appendix B of the *Reference Guide*,

hereafter known as the Guide.

The Internet—World

In many ways, we are living during the "incunabula" of the digital age, when the

vast majority of information on the web is text based, while young people receive the

majority of their information from visual or aural sources. Most web pages created by

my generation emulate the look of printed text documents, while young people continue

to receive information from a broad range of sources, including the many forms of

Internet communications, video and music. People my age must still await the advent of

a modern Gutenberg before we can conceptualize information in different ways. In the

meantime, we will continue to regard the Internet as a portable book.

With the introduction of movable type by Gutenberg, the number of books

exploded exponentially. By the 16th century the number of books was so great, according

to an Italian, that he no longer had "time to even read the titles."[58] And yet, the Venetian

publishers, who produced 20% of Europe's books in the 15th century, produced only

15,000-17,000 titles and editions in the entire 16th century.[59] That number expanded

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[58] Asa Briggs and Peter Burke, *A Social History of the Media: From Gutenberg to the Internet* (Cambridge: Polity), 15.

[59] Ibid, 47.

regularly, until, according to R.R. Bowker, the compiler of *Books in Print*, in 2005 282,500 new titles and editions were published in the United States alone.[60] The new technology of the printing press created an explosion of information that necessitated the development of libraries and cataloging systems, just to keep track of what was produced. The results were such successful cataloging systems as the Dewey Decimal system and later, the Library of Congress cataloging system. As long as most information came from the printing press, cataloging and organizing was still possible for large library organizations.

In the 20th Century, however, the development of new technology and the Internet would produce information at such an enormous rate, that cataloguing was no longer possible. In addition, the new information was ephemeral and what was on the Internet one day could mysteriously disappear on the next.[61] Marshall McLuhan was prophetic when, in *Understanding Media*, he proclaimed,

> Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned.[62]

Unlike books, which have a reasonable life-span and which can be located in space and time, the Internet is a process that has no set place or time, but is the constant creation and abolition of spaces. Tied neither to space nor time, every node on the web is

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[60] R. R. Bowker, "Bowker Reports U.S. Book Production Rebounded Slightly in 2006," http://www.bowker.com/index.php/press-releases-2007/146 (accessed October 30, 2009).

[61] The artist, Nicole Dextras shows the ephemeral nature of space by casting the words "NEGOTIATED SPACE" in ice and placing them at the entrance to a park in Toronto, Canada. I came across this sculpture when I was browsing Flikr, another example of how Internet communities are helping us to share culture. The transitory nature of ice points to the idea of space as state rather than place, as the ice will not only disappear, but will change states from a solid to a liquid and finally a gas. See Nicole Dextras, "The Municipal Mind, Toronto, 2008," http://www.flickr.com/photos/ndextras/2197542149/in/set-72157603788724382/ (accessed December 1, 2009).

[62] As quoted in Eric McLuhan and Fran Zigmore, *The Essential McLuhan* (Toronto: House of Anansi Press, 1995), 149.

simultaneously central and peripheral, sender and receiver. The same web pages

simultaneously exist on LCD screens in Shanghai; Moscow; Jerusalem; Boise, Idaho; and

thousands of other localities at any hour of the day. Although there is no way to

determine the number of web spaces that are opened and closed every year, an estimate

of the enormous number is given by the fact that on a normal day in 2005, Google

indexed over eight billion web documents which it made available for instantaneous

access around the world; all of this with a technology that is less than 50 years old.

The Internet has the shortest history of any "library," as it only began in a

recognizable form in the late 1960's. Although often referred to as the modern "agora" or

marketplace, the technology was actually developed for U. S. military research that

demanded strict controls and limited access. The most democratic form of knowledge

access was born in the most undemocratic of atmospheres. In 1969, the Advanced

Research Project Agency of the U.S. military developed ARPAnet in order to allow the

communication of research information.[63] The Internet soon became associated with the

academic community that was involved in government research. Winston argues, quite

persuasively, that the idea of a distributed network, composed of a large number of nodes

rather than a central mainframe computer spoke to the "intervening social need of the

Internet." Although this concept seems to suggest a need for a decentralized community,

the "supervening social need" was to create an "atomic-bomb-proof" computer network.[64]

As Lowell Martin said about the branch library system, the Internet could not be

reined in or contained. Soon after its inception, three Internet address extensions were

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[63] Bernadette H. Schell, *The Internet and Society: A Reference Handbook* (Santa Barbara, California: ABC-CLIO, 2006), 1.

[64] Brian Winston, *Media Technology and Society: A History: From the Telegraph to the Internet* (New York: Routledge, 1998), 324.

defined: government (.gov), education (.edu), and commerce (.com) and it is the convergence of these powerful social and economic forces that has and continues to stoke the Internet engine. Through the military, the U.S. government hatched and raised a monster. Given the political and social climate of this country for the last two decades, it is not surprising that the government has considered the Internet a national security priority and has attempted to impose restrictions. Such attempts in China, however, have received only criticism, as any restrictions placed on the Internet are economically counterproductive. Ironically, free access to the Internet has its strongest ally, not in academies or governments, but in online businesses like Amazon.com that need free access for customers.

Since 1990, the Internet has become a presence around the world, and it is estimated that approximately 1.6 billion people now use it.[65] Aside from questions of justice and access (which will be looked at in Chapter 4), the number of users who access the Internet does not provide a clear picture of its purpose or effectiveness. Unless one is an engineer, the average person would not be capable of navigating the vast number of nodes that make up the Internet. The physical components of the web, such as individual servers, routers, modems and hubs would have developed with or without the Internet. What was needed was a librarian fast and well connected enough to index the material on millions of servers, receive and process billions of daily requests for information, and provide answers instantaneously and seamlessly. That librarian is the web browser, the key to the processing of innumerable search requests and the light for finding information hidden away in dark server closets around the world.

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[65] Internet World Stats, "Internet Usage Statistics: The Big Internet Picture: World Internet Users and Populations Stats," http://www.internetworldstats.com/stats.htm (accessed November 5, 2009).

The first Internet server was created when Timothy Berners-Lee connected his computer to his colleague Robert Caillau's computer at the CERN laboratories. The network was extremely simple, allowing the server to show only the files and directories of the other. In August 1991, Bernes-Lee offered his new search engine, WorldWideWeb on USENET and, in 1993, and "not without trepidation,"[66] convinced CERN to release it to the general public.

In 1993, Marc Anderson developed the first graphical browser, called Mosaic, at the University of Illinois-Urbana. Anderson founded Netscape in 1994, and its search engine, based on Mosaic, would have 90% of the market share by the end of the year. In reaction, Microsoft released Internet Explorer (IE) in 1995, and the "cyber wars" began. Because Microsoft packaged IE within its operating system, all computers that shipped with the Windows operating system also contained Internet Explorer, and because modem speed at the time was too slow for effective downloads of any other search engine, Microsoft quickly become the single Internet force on the market. On May 18, 1998, the United States sued Microsoft under the Sherman Anti-Trust Act, accusing Microsoft of unfair restriction of trade.[67]

The questions about access were continuations of those that had been made about cable television. Earlier technophiles had envisioned cable as a conduit for shared (usually social) goals, but it never materialized as its programs were not included in

[66] Laura Lambert and Hilary Poole, *Biographies*, Vol. 1 of *The Internet: a Historical Encyclopedia* (Santa Barbara, California: ABC-Clio, 2005), s.v. "Bernes-Lee, Timothy."

[67] Although scholars will continue to debate the case and the decision, one thing is certain: Microsoft has now become an information giant and builder of libraries. Microsoft money built the beautiful NYPL Research Library of Science and Technology with its cutting edge interiors and its Aero chairs in the computer area. In addition, Microsoft provided the funds and direction for the magnificent Seattle, Washington public library, designed by Frank Gehry. These new temples are constructed out of expensive high-tech materials rather than the marble that represented wealth and power a hundred years before.

commercial television guides and productions required financial and technical support

beyond that available to most communities. Only Evangelical Christian groups seemed

to grasp the power of television, and it is estimated that over 40% of adults watch some

form of Christian television in the United States.[68] The success of the evangelical

enterprise would be looked upon with distain by many who viewed it as an attempt by a

group of unsavory preachers to use public space in order to spread their spurious ideas

and bilk the unsuspecting of their hard-earned savings. Whatever the validity of the

claims, the real problem was that access to powerful media delivery systems were in the

hands of people who did not represent those who normally controlled access in this

country. The power of media control would be shown in its effect on the moral and

political fabric of the country in subsequent decades, that is at least partly attributable to

the success of the evangelical enterprise. The anxiety about the delivery of electronic

information is twofold: the fear of being personally silenced and the subsequent anxiety

about the inability to convert; and the fear of the other being heard and the subsequent

anxiety of being converted.

In *United States v. Microsoft*, the legal question of trade was what concerned the

courts; the subtext that was discussed in academic communities concerned the much

larger question of access and control of information. Access to information, it was

argued, was not neutral, but the result of a process of negotiations that occurred

economically, socially and politically. The order in which a search engine presents

information or the type of information that it provides could greatly alter how

information is used. During my years of training research skills on the Internet, I have

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[68] Quentin J. Schulze and Robert Woods, *Understanding Evangelical Media: The Changing Face of Christian Communications* (Downers Grove, Illinois: IVP Academic, 2008), 47.

found that students open responses to queries in the order that they are presented on the screen, despite the number of hits or the quality of the responses. In a recent class, we performed a search that resulted with 32 billion (yes, I said billion) hits. Students, quite nonplussed, began opening the sites one by one in the order that they were presented on the result screen. The exercise showed how we are programmed to accept the value of information in the order that it is presented, and how Microsoft or any other corporation that could control the order in which information was displayed, could actually determine the information that was responded to and acted upon.

In the end, the "cyber wars" are not as important as the underlying questions of access to information. Microsoft, the evil corporation, seemed a fitting bogeyman to represent the real and perceived threats to access and to personal freedom. While the press and pundits spent their energy on the subtext of the trial and the personalities of the players, it was hardly noticed that control of information would not be in the hands of the Microsofts of the computer world, but in the search engines that ran on top of them, most notably Yahoo.com and Google.com.[69]

One of the legends of commerce, Google is the brainchild of two graduate students at Stanford University: Sergy Brin and Larry Page. In 1998, they began operation of the new company Google, Inc. and initially received 10,000 queries (requests for searches) per day from an index of 25 million web pages (the engine must first index what is on a page before it can be queried). Five years later, Google had 21

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[69] Because of its antitrust court case, Microsoft was slow in producing its own search engine. Not until May 28, 2009 did it do so with the announcement of *Bing*. Although Microsoft will ship products that default to this search engine, because most computers now have fast enough connections to easily download any desired search engine, this product will not constitute restraint of free trade.

offices worldwide, and the search engine was receiving 200 million queries per day.[70]

Today, Google is used in over eighty percent of all searches on the Internet,[71] and its

profits are immense.[72] Because of its profitability, it has substantial cash reserves to

invest in long-term projects, and because of its interest in global access of all data, it has

created a host of research services which serve as the backbone of my Internet training.

Never a company to fear boasting, Google claims its mission as nothing less than to

"organize the world's information and make it universally accessible and useful."[73]

Google continues the concept of the Universal Library that began with the Library

of Alexandria, and the ancient dream of a place where all information could be found by

scholars at any time. After Google announced its Book Project and its intention to

digitally scan and make searchable the contents of major research libraries, the *New York

Times Magazine* gushed,

> When Google announced in December 2004 that it would digitally scan
> the books of five major research libraries to make their contents
> searchable, the promise of a universal library was resurrected. Indeed, the
> explosive rise of the Web, going from nothing to everything in one
> decade, has encouraged us to believe in the impossible again. Might the
> long-heralded great library of all knowledge really be within our grasp?[74]

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[70] Fritz Schneider, Nancy Blachman, and Eric Fredricksen, *How to do Everything with Google* (New York: McGraw Hill Osborne, 2003), 13.

[71] Market Share, "Search Engine Market Share," http://marketshare.hitslink.com/search-engine-market-share.aspx?qprid=4 (accessed November 2, 2009).

[72] According to Kiplinger's, Google realized a 40% return on operations from advertising revenues in 2004. Whether a query produces results based on paid customer advertising or the quality of the query is the most important question about the value of information on the Internet.   David Landis, "The Deal of the Century," *Kiplinger's Personal Finance* (July 2004), 61.

[73] Google, "Company Overview," http://www.google.com/corporate/ (accessed November 5, 2009).

[74] Kevin Kelly, "Scan this Book!" *New York Times Magazine*, 14 May 2006, http://www.nytimes.com/2006/05/14/magazine/14publishing.html?ex=1305259200&en=c07443d368771bb8&ei=5090 (accessed November 15, 2009).

The breadth of the project can be seen in the range of educational institutions whose libraries are part of the initial project: Harvard, Columbia, Stanford, Princeton, and the New York Public Library, as well as European libraries such as Oxford and the University Library of Lausanne.[75] This truly looks like the beginnings of a universal library, but general users have access only to works that are no longer subject to copyright law, which means that most of the books are from the 19th century or earlier. For anyone who is working on the writings of John Calvin this resource is of inestimable value. Since most of our students are doing 20th century theology, however, it may provide more frustration than results and further cloud user understanding of copyright. The dream of all knowledge within our grasp is indeed a hope that has been with us since ancient times. The fate of the great Alexandrian Library, however, should make us question the wisdom of putting all of the world's knowledge in one basket.

Rather than depending upon a single source, students need to be trained on how to use as many forms of information systems as possible. I train all students on the seminary library, the public library and the Internet, and I consider a student literate only after he or she masters all three.[76] Internet technology is not totally separate from seminary or public libraries; research is not a choice of the Internet or the Burke, but the embracing of all forms of knowledge, a negotiation for access to as many resources as possible.

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[75] Harvard University Library, "The Harvard-Google Project," http://hul.harvard.edu/hgproject/index.html (accessed November 2, 2008).

[76] See Research Guide. Appendix A: Searching on CLIO (Columbia University Library Catalog); Appendix B: Using EBSCO host and ATLA through NYPL; Appendix E: Searching the Internet with Google.

Using Arthur Levine's language regarding universities, we can refer to libraries as

brick libraries; click libraries; and brick and click libraries.[77]   Brick libraries are those

that have a set place and collection; click libraries are digital libraries that have neither a

single space nor collection of data; brick and click libraries are those that have a paper

collection, but maintain it with the help of technology. Most seminary libraries now fall

into the third category. Although their primary function is maintaining collection(s) and

library space, most brick and click libraries collections are available on the Internet

through digital card catalogs and finding aids. Most such libraries provide access to

digital databases and indices, bibliographies, dictionaries, and encyclopedias, as well as

online journals and books.[78]

The Burke Library truly became an international library when its card catalog was

no longer limited to time (library hours) or space (the library building), but was placed on

the Internet. In the late 1990's, the Burke, in conjunction with General Theological

Seminary designed SOPHIA, a joint Internet library catalog which one writer called a

"major milestone in theological education."[79] The initial online card catalog contained

only Library of Congress cataloged books, but a major grant received in 2002 provided

funds to port the entire collection into SOPHIA, including pamphlets and special

collections, such as the Van Ess collection that had served as the seed of the original

library. In a project in which I was involved, two thirds of the collection became known

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[77] Arthur Levine, "Higher Education: A Revolution Externally, Evolution Internally," in Matthew Serbin Pittinsky, *The Wired Tower: Perspectives on the Impact of the Internet on Higher Education,* 13-37 (New York: Prentice Hall, 2003), 19.

[78] Although Columbia library maintains hundreds of databases, the NYTS/Columbia negotiated contract allows students, professors and staff only on-site library access to these resources. No single library system will ever be sufficient for the diverse needs of our students.

[79] Mark Stover, *Theological Librarians and the Internet: Implications for Practice* (Binghamton, New York: Haworth Press, 2001), 28.

on the Internet for the first time. In the spring of 2004, to coincide with the transfer of

the ownership of the Burke collection to Columbia, we converted the Burke collection

from SOPHIA to CLIO, the catalog of the Columbia University Libraries. For the very

first time, information about the collection was no longer limited to specialists, but was

available to anyone who had access to the Internet, and requests for information were

immediately received from scholars around the world.

The increase in requests pointed to the mixed blessings of implementing a catalog

on the Internet. On the one hand, an Internet catalog allows the library and its collection

to be more widely known and used; on the other hand it increases expectations for

immediate access to information that would otherwise never have been known. The

former strengthens the image of the institution; the latter produces extra work for a staff

that may already be stretched too far. If library personnel are not provided necessary

training, technology will actually decrease the quality of patron support. Whether a

brick, click or brick and click library, my experience at the Burke, which was duplicated

in my first years at NYTS, taught me the need to prepare students and staff for changes in

technology. Offering access without proper training is a formula for disaster, or at least

too many nights and weekends in the office past nine o'clock.

CHAPTER 3:

AUTHORITY AND ACCESS IN THE BOOK OF MARK

Over the years, educators have complained to me that students no longer have the skills they need and that more time is spent filling in educational gaps than in any new teaching. "These are graduate students," they exclaim, "how were they ever allowed into graduate school?" The exasperation is understandable, and a belief that students need a higher level of skills is commendable, but the reality is that we can no longer assume that students in the MDiv or DMin programs arrive at seminary with even the most basic computer and research skills. Even if professors and librarians spend a substantial amount of time retraining individuals, they can do little to make a dent in the lack of technical and bibliographic skills of the general student population. Information literacy is only possible with a concerted commitment by the institution. It is inefficient to train individuals only as they request help, not only because resources are limited, but also because only by training all students can we avoid the possibility that some might fall through the gap of the technological divide.[80]

Information is created, compiled, categorized, and archived for dissemination. When we think of knowledge systems, we are usually interested in the information that is stored in and/or retrieved by and from them. Underlying this information, however, are procedures and processes that control the access and flow of information. These

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[80] Experience has shown me that information literacy is only possible if it is included in a required course. Unless computer and library literacy are seen as a priority by senior administration, full literacy and inclusion will never occur. I commend senior administration at NYTS for their constant support of literacy training for both students and faculty.

processes range from defined library hours[81] to computer access, and are the structures by which information can be located and processed. Unless patrons have the ability to navigate these processes, they will never have substantial access to information, even if they have access rights of the highest level.

In order to be able to find and process information, an individual must 1) have the authority to access the information, and 2) the skills and knowledge necessary to navigate the underlying processes of storage and retrieval. The president of a seminary who is not information literate has no more effective access rights than the outsider who has no access privileges but who possesses good computer and library skills. In order to provide training and library support to patrons, however, the librarian or trainer must first be provided the authority and resources of the institution, and the training and knowledge necessary to teach others.[82]

All knowledge systems, whether brick or click libraries, are maintained by trained experts who organize and disseminate information. Librarians, IT specialists and priests all have in common arcane knowledge which requires years to understand and which is often not easy to communicate. For many students, the mysteries of libraries or of using computer equipment are as baffling and arcane as any theology or doctrine. Because of my bibliographic and computer knowledge, students have often referred to me as a magician, and believe that I hold secrets and skills that are almost mystical. The reality is that I have never been trained as a librarian and have only good to middling IT skills, but

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[81] Negotiation begins at the most basic level. Students need to clearly understand what negotiable spaces are available to them and when. The Guide assumes that users know nothing about the time, location, or rights to negotiated spaces, and begins by clearly defining them.

[82] Providing information providers with ongoing training is an area that is easy to overlook, but is essential to insure the quality of student learning.

to someone who is lost in the maze of library stacks and crashing computer programs, being able to negotiate information is often considered nothing short of miraculous.

Miracles, for all their color and amazement, are not very effective methods of information transfer, but are effective means to indicate authority. In the Gospel of Mark, the miracles of Jesus are often met with the recurring question, "by what authority," and the denouement of the miracle reveals that Jesus clearly has it. This demonstration of authority is an essential part of Mark's gospel, but if all Jesus accomplished in his ministry was the performance of miracles and the establishment of authority, the good news would never have gotten out of Judea, nor would it have empowered people who were not physically touched by him.

Anyone who has been in a management position knows that authority is essential to empower employees. Without authority, the best ideas and intentions dry up over time. After selling its library, senior administration at NYTS determined that the seminary no longer needed a fulltime librarian, but rather someone who was technically knowledgeable, computer savvy, and an effective teacher. The library search was headed by then dean, Dale Irvin, who changed the title of the position from Library Director to Director of Library Services, in order to emphasize a new library paradigm and to empower me with the authority to create a new library that emphasized online resources, literacy training and documentation. Without this authorization by senior staff, the position would have become little more than a glorified clerk. But by making information literacy a required class for all students, the Director of Library Services was able not only to empower students to negotiate for themselves, but to negotiate for others as well.

In Mark, the ministry of Jesus can be seen as the transfer of authority from God to Jesus,[83] and from Jesus to his disciples. Early on in the narrative of Mark, Jesus has three encounters with prospective disciples. After being commanded to follow, the three sets of disciples let go of what they are doing or leave those to whom they are attached and follow Jesus. No reason is given for this motion; they are not convinced with words or logic; they are only told to follow and they comply. The first act of Jesus is to empower the disciples by getting them to move. Horizontal motion indicates a change of physical as well as psychological space in Mark; walking is the ultimate sign of empowerment. After gathering the first two sets of disciples, Jesus performs a series of miracles in which individuals are empowered to move. The "movement miracles" occur in two steps; the person changes place and state from reclining to standing, then standing to walking.

The story of Levi, the tax collector, is paradigmatic of this structure. "And as he passed on, he saw Levi the son of Alpheus sitting at the tax office, and he said to him, 'Follow me.' So he arose and followed him" (Mk 2:14). Levi is in a sitting position when Jesus first sees him, but rises to a standing position and then moves forward to follow him. The same structure is repeated in the healing of the paralytic in 2:9, whom Jesus commands to "Rise, take up your pallet and walk." As the pericope of the paralytic immediately follows Jesus' meeting with Levi, Mark emphasizes healing as empowerment, a means of transformation from place to space.

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[83] The exact point at which power is transferred to Jesus depends upon which ancient manuscript is accepted as the authority. In the introduction to Mark, the writer tells us "The beginning of the good news of Jesus Christ," and depending upon the text ends there or continues with "son of God" υιου θεου. Westcott-Hort does not include the text, following Sinaiticus, but Aland includes it as bracketed {C} text, following Vaticanus. If the text is included, then Jesus had authority from the beginning; otherwise he may have received it later in the narrative, and the best guess would be immediately after baptism. In any case, we must be careful not to assume authority until we have read the fine print.

According to de Certeau, all inanimate objects, "from the pebble to the cadaver,"[84] constitute place, as place is a set of rigidly defined and unmoving relations. Space occurs when place is activated and the relationships change. Although this transition is clear in the case of the unmoving, supine paralytic, it is less clear in the "follow me" narrative. If we understand that each pericope presents the changing of fixed social relationships, however, it becomes clear. For the first two sets of disciples, the verb αφιημι (let go, release) indicates the point of transition. In the first story, the brothers let go of their net and follow. Since occupation in the first century is not a choice, but the continuation of the occupation of the father, letting go of their nets is tantamount to letting go of their "proper place" in society, a fixed identity dependent upon what one does. The second story mirrors the first, but is much more radical, as the brothers let go of their father, disrupting their "proper place" in the family and their fixed identity in the social order that is dependent on who one is related to. In Mark, it is this letting go and walking that exhibits social, political and spiritual empowerment.

Initial empowerment, however, is not enough to ensure that the newly empowered will continue to make use of their power. Giving students authority to access information is certainly the first step, but what good is that authority if the individual does not understand how to research information or navigate the indices, journals, books or online services that are available? Authority by itself is empty unless it is given along with the necessary knowledge and skills. If Jesus heals an individual to move, what or who will help him/her continue on the path on which he/she has begun? Change in position and social status is critical if the person is to move forward and take control of

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[84] de Certeau, 118.

his/her life, but providing access is not empowering unless the patron is able to navigate otherwise mysterious information processes, and is able to continue to negotiate miracles.[85]

Assuming that we cannot "miraculously" cure everyone of their information illiteracy, as we have neither the time nor the skill, we need a way to empower students to negotiate libraries in ways that will motivate them to develop further knowledge and skills on their own. For Jesus, that methodology was the Parable. Although the classic idea of parable as an "earthly story with heavenly meaning"[86] has come into disrepute, it is useful as a starting definition of parables as linguistic spaces that are simultaneous references to the immediate and the distant. The mundane and the exalted, earth and heaven come together in Jesus' simultaneous spaces. In the Parable, the recognizable earth is mirrored in the not as yet recognized heaven; the listener is both within and without those spaces.

An understanding of simultaneous spaces is essential in order to navigate a technological, globalized landscape, and no better example exists than the Internet library catalog. Students sit at a computer screen anywhere in the world, accessing the Columbia University card catalog in New York City. The catalog appears in the space they are working, while pointing to the contents of a library which may be thousands of miles

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[85] Miracles describe transitions between states, are the engine of transformation of place into space, and therefore occupy liminal spaces. I would describe "negotiated miracles" as those in which the change from place to space is the result of negotiations between the Jesus and the supplicant. Among these would be the paralytic who is lowered from the roof, the bleeding woman, and the Syro-Phoenician woman.

[86] Although this quotation is used throughout literature on the Parable, I have never seen it properly cited. I have seen it referred to as "it has been said," "it is usually defined as," and even "a child once said." The earliest published occurrence I can find is in 1858, in a small book by Charles Bullock, entitled *The Way Home, the Gospel in the Parable: An Earthly Story with a Heavenly Truth* (London: Wertheim, Macintosh and Hunt, 1858).

away. Or more correctly, they are using software that points to bibliographic records that in turn point to physical objects, such as books and journals that in turn point to ideas and theories.   If students think that they are looking at the contents of books rather than bibliographic entries when they use CLIO, they can (and do) spend days searching in vain. It is essential, therefore, that students be trained to understand which spaces they are negotiating at any time.

Although Jesus' audience is not connected through electronic networks, they are connected to family, class, ethnic and religious identities which they simultaneously inhabit. Jesus wishes to provide simultaneous spaces that are affective, that result in a change of identity, habit and life. The Parable of the Sower is unique because it is the only parable for which Jesus provides an explanation. Because it contains the phrase "Do you not understand this parable? Then how will you understand all the parables?" (Mark 4:13), it is often referred to as the "key parable." According to George Martin, the Parable of the Sower is "a parable about understanding parables and all of Jesus' teaching"[87] outside of it. Rather than a simple rebuke of the disciples for their lack of understanding, the explanation provides the key to how and why Jesus teaches. The rest of the pericope makes no mention of the failings of the Disciples, nor is it even clear that Jesus is addressing only them. Jesus' words seem to indicate only that the Disciples have not yet reached the level of understanding that he had expected and that it is imperative that they understand this key parable.

In Mark 10:37, James and John request that they sit upon the right and left hands of Jesus "in his glory." Although we usually come down hard on them for not

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[87] George Martin, *The Gospel of Mark: Meaning and Message* (Chicago: Loyola Press, 2005), 86.

understanding what Jesus has said about the last being first, Jesus does not seem annoyed

at their request. Perhaps that is because he realizes that they seek to maintain a

relationship with him that they fear will end with death. If Jesus is considered the center,

then death would distance him from those who share the center with him. The disciples

have not yet reached the point where they can understand the possibility of shared space

between heaven and earth, where relationships cannot be reduced to physical limitations.

Or as Paul realizes in Romans,

> neither death, nor life, nor angels, nor rulers, nor things present, nor things
> to come, nor powers, nor height, nor depth, nor anything else in all
> creation, will be able to separate us from the love of God in Christ Jesus
> our Lord (Rom 8:38).

It is this parabolic relationship that makes it possible to simultaneously share and

not share space. Unlike James and John, who fear that they can only continue in relation

with Jesus if they share physical place, parabolic spaces exist outside of space and time.

Because of this, the physical powers that control place cannot affect shared relational

space. Rather than a symbol of separation, the cross as a method of death and control of

place becomes the ultimate symbol of inclusion and shared space.

During the explanation of the parable, Jesus makes a clear distinction between the

insiders who know the mystery and the outsiders who are taught only in Parables, a

statement that makes many Christians uncomfortable and which seems totally

inconsistent with Jesus' actions throughout the Gospels. To reframe this in terms of

shared space, the problem should not be whether or not there is inner and outer status, but

whether or not it is possible to move from one status to the other, whether or not there is

"an impermeable barrier between insiders and outsiders [through which] outsiders who

heard the word would become insiders."[88] The question for any organization is not whether or not everyone is at the center (an absurdity), but whether or not there is the possibility of motion between the center and the periphery.

The purpose of the parables, however, is neither to provide access when not appropriate, nor to demand that people accept only the access that has been given to them, but to provide pleasing and effective ways to teach a change in behavior and status. According to Benson, Augustine used parables as more than a means to "communicate information." According to Augustine, they must also "'teach, delight, and move."[89] Unlike a metaphor that draws a pleasant picture illuminating some maxim, the example parable is told in order to cause the listener to move or change. An example parable "can end with a 'Go and do likewise' or its negative equivalent… [and can serve] as a model for behavior."[90] Among these example parables is the parable of the Sower.

But before we can present the Sower as paradigmatic, we must overcome a textual problem for modern readers. After Jesus is asked to interpret the parable, he responds with an explanation of what parables are for and particularly this parable, saying "To you has been given the secret (μυστεριον) of the kingdom of God, but for those outside everything comes in parables, in order that they may indeed look but not perceive, and may indeed listen, but not understand; so that they may not turn again and be forgiven" (Mk 4:14). Mark uses the Greek word μυστεριον to refer to the knowledge that only

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[88] Ben Witherington, *The Gospel of Mark: a Socio-Rhetorical Commentary* (Grand Rapids, Michigan: Wm. B Eerdmans, 2001), 173.

[89] Thomas W. Benson and Michael H. Prosser, *Readings in Classical Rhetoric* (Bloomington, Indiana: Indiana University Press, 1972). The phrase is an "adaption of Cicero's three-fold method of oratory, to teach (docere), to delight (delectare), and to move (movere)." See C. S. Baldwin, "St. Augustine and the Rhetoric of Cicero," *Proceedings of the Classical Association* 22 (1925): 31.

[90] Robert H. Stein, *An Introduction to the Parables* (Philadelphia: The Westminster Press, 1981), 20.

disciples hold. The word is alternately translated into English as mystery or secret and is

rarely used in the synoptic gospels. In fact the word occurs only once in each of the

synoptics and is always in this pericope. It occurs twenty-nine times in the Septuagint,

but earlier meanings all refer to common secrets that are held, rather than secrets that are

to be revealed. The idea of the mystery as revealed by God does not occur until Wisdom

where it is used to express the mysteries of God and the willingness of Wisdom to make

known the secrets of creation. This meaning is not commonly used until the book of

Daniel, and most often refers to the mysteries of the king's dreams that Daniel interprets.

We deal with mysteries every day, the mysteries of the bibliographic system, the

procedures for obtaining access rights, the usage of computers and computer databases.

Like all systems, we maintain access that cannot be shared with the general public. We

hold μυστερια, mysteries, and we remain silent about their contents, "closed-mouthed,"

like a μυστης , an "initiate into a religious mystery."[91] To the uninitiated patron the

knowledge and skill set necessary to negotiate and navigate libraries and other

information systems is as mysterious as any of the miracles that Jesus performs.

If the parable suggested that only disciples would ever have access to the

mysteries of the kingdom, evangelism would not be possible. In the Parable of the Lamp

(Mk 4:22) Jesus asked whether the light is to be put under a basket or on a lamp stand.

The question is not as absurd as it initially sounds, for this is not a choice of how one

behaves, but when one behaves. Nothing is placed in secret "except to come to light," to

be revealed "at the proper juncture in time."[92] The light must be placed under a basket in

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[91] Eric Partridge, *Origins: A Short Etymological Dictionary of Modern English* (New York: McMillan, 1958), s.v. "mystery."

[92] Witherington, *The Gospel of Mark*, 170.

order that it can be revealed; the mystery remains hidden until the time is right for its revelation. If we apply this to the Isaiah passage, we can predict a time and space when outsiders who cannot hear and see will learn, and those who do not have access to information will become insiders who have access to and the ability to navigate information. A space opens to information, a portal between the periphery and the center Or more correctly, equal ability to navigate information results in a series of peripheral centers and central peripheries. The one who holds mysteries has authority [93] and the responsibility to discern what can be revealed and at what time, and how to prepare oneself and others with the skills necessary to negotiate this revealed information.

In the Sower Parable, the responsibility for the success of the seed is traditionally placed either on the Sower or the nature of the soils, either on the manner of revelation or the ability or willingness to receive revelation. A reading that is much closer to the realities of farming would be one that understands that results occur only with the merging of the seed and soil.[94] Neither the seed nor the soil alone can negotiate successful growth; new knowledge is possible only with combined access to necessary resources, the skills to navigate and discern information, and the ability to incorporate information in new form.

The seed produces new seeds that can once again be sown. The miraculous yields of the parable far exceed those attainable in the 1st century, as information literacy training goals often exceeds available financial and staff resources. Success can only be achieved if students can be partnered to share their knowledge with other students or with

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[93] Ibid., 163.

[94] Ibid.

their congregations. The grammar of the pericope seems to demand this ongoing effort as "the predominant tense in v. 8… [is the] imperfect which emphasizes the *process* of maturation rather than the end product."[95] It is this process of coming into relation with students, becoming a presence, sharing space with them that will eventually provide intellectual yields. Every student who can explain how to access a database to another student relieves the information manager of one more question, and perhaps a little extra time to work on the documentation that is so needed.

Because of the rapid and never-ending developments in technology, however, these skills require ongoing training both for those who hold the mysteries and those to whom they must be revealed. "He who has, to him shall be given, and he who has not, even what he has will be taken from him" (Mk. 4:25). Training in information literacy will empower users to obtain even greater literacy; regular training will ensure that they continue to receive new skills and authority. Without such training, however, users will fall behind even farther as the technological engine continues to roll forward. Only if the seed and the soil meet, only if users are provided with ongoing training will they truly become partners in the information world. Those who understand how to access will become empowered to gain even greater access; those who are prepared to hear and see will continue to receive revelation of the secrets of technological age.

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[95] Joel Marcus, *The Mystery of the Kingdom of God* (Atlanta, Georgia: Scholars Press, 1986), 262.

CHAPTER 4:

JUSTICE AND ACCESS—WELCOMING THE STRANGER

Every year I lead my Greek exegesis class on a trip to the Burke Library reading

room to show and explain the books that are essential for writing an exegetical paper.

Students are always taken by the beauty of the room and the extent of the Reference

collection, but I have never given much thought as to the justice of our excursions. At

the end of one of my classes, however, I asked an African-American woman in her

seventies what she got out of the class. She told me that she was most thankful for the

tour of the reading room. I was a bit hurt that she did not mention my brilliant teaching

style, so I answered a bit shortly that "I was just doing my job." She looked at me and

said, "You don't understand; I grew up in Jim Crow, and was not allowed to come to

places like this. Before your class, I had never been inside a library."

People bring their complex histories with them wherever they go and certainly

when and if they ever enter a library. Class, racism, sexism, homophobia and all the

other forms of control that exist in the greater society exist in the library. Many of us

who are privileged, and in my case, white and middle class, may have never considered

libraries as places that exclude or that share the social illnesses that fester in society. If

the library is a temple of knowledge, should it not, like the Church, be the one place that

is free from those forces that relegate people to singular identities, be they Jews or

Greeks, slave or free, male or female?

Perhaps libraries, like the Church, are the very places where prejudice and injustice can be hidden behind ritual and text. It seems that the woman who saw freedom for the first time did not do so because the library, in itself, represents a place of freedom, but because I "did my job" and welcomed her to the space. It is this small gesture of welcome that we often forget, the *après vous* that opens space for another, the small crumb that falls from the hands of a child.[96] Because I have always felt that I had a right to access libraries, my experience differs from that of a person who sees libraries as places where they are made to feel inferior or unwelcome. When I was young, I had two safe spaces: the library and the church, the two quiet places where I could feel some control. The library was also the only place where I could sneak peeks at *The National Geographic* and its pictures of scantily clad tribesmen and women. In other words, the library was the place where I could grew into a confused and awkward teenager.

I always loved the library ritual of searching for books through the old musty library card catalog, finding them in the stacks, agonizing over which books to take (there was a limit), the concerned look of the librarian at those that I finally chose, the smell of ink as she stamped the due dates in the books accompanied by a stern warning to get them back on time (I had a tendency to bring them back late). Perhaps that was what made me so sad when the African-American woman told me she had never been in a library before, the realization that she had been denied the rituals of the library, those rituals of inclusion that were so essential to me when I was young.

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[96] Before I settled upon this project, I had proposed the concept of "the library as the site of hospitality," and it continues to inform my understanding of information access. My project now focuses on the larger questions of literacy that include, but are not limited to, the negotiation of library spaces, and which emphasize the importance of negotiated space over universal place. In this new incarnation, hospitality is no longer the act of an individual opening space for another, but is a dance in which both parties negotiate a tango of grace. Unless it is negotiated, hospitality becomes charity, which is only control with a smile.

In the library, rituals of access and inclusion are affected by architecture, access to staff, and even the process of checking out and returning books. The location of materials and the processes for using them may be shared rituals that result from proper training, or secret liturgies that are maintained for the benefit of the staff within. Library purposes and procedures may vary widely, but all exist to serve a specific group of patrons. People are not born as patrons; patrons are created. Without becoming information literate, without the skills necessary to "read" maps of information spaces, individuals will never truly become patrons. Before questions of collection development, cataloging methodologies and circulation standards, we must ask a question that is basic to all ministers as they seek to build and maintain their congregations: How do I welcome strangers into this space and train them to become full members?

The relationship between the church and the library is not farfetched, as both are "sacred site[s] of language and knowledge,"[97] and while such spaces as the Vatican Library are the repositories of the sacred knowledge of the Church, modern secular libraries are repositories of sacred human knowledge. Both the church and the library are hushed (or shushed)[98] spaces in which rituals of knowledge are performed and slowly revealed to the initiate or first year student. Both require a catechism, a set of instructions

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[97] Philip Anderson, "Places in the Library: Language and Authority in Annie Ernaux's *La Place,*" in *Essays on Gender, Narrative and Performance*, ed. Brian Nelson, Anne Freedman, and Phillip Andersonz, 84-96 (Cranbury, New Jersey: Associated University Presses, 2001), 89.

[98] If space is activated into place through motion or activity, then the manner in which we practice place will determine the quality of the space, and our insistence on silence may easily become a means to maintain order and control place. Anne Erickson analyzes the architecture of a museum as a "means to integrate the audience into the space of the nation by making them disciplined and well behaved actors in the museum as a place." See abstract at http://cat.inist.fr/?aModele=afficheN&cpsidt=2468802. The original work is Anne Eriksen, "Rommet er stedets tale: Om skilt og skiltbruk på Norsk Folkemuseum," *Norveg: Tidskrift for Folkelivsgransking* 40, no. 1 (1997): 19-26. *MLA International Bibliography*, EBSCO*host* (accessed December 21, 2009). Although I would love to read more than the abstract, I fear my Norwegian is not as strong as it should be.

about how, when, and why to use the spaces. Unless catechized, initiates must depend upon revelation and prayer for full inclusion.[99]

Like a minister, a librarian can be more effective at what he or she does when patrons are equipped with the basic skills necessary to negotiate the library stacks or navigate computer-based databases. Students without literacy skills devour staff time and energy; they also allow libraries to maintain a distinction between the true patron and the stranger. The justice question that librarians need to keep in mind is: After I have helped patrons with a research question, are they empowered to do it alone; and if not, are there mechanisms in place to insure the necessary training? The larger question is, "Did I help a stranger become a patron?"

The line between stranger and patron becomes blurred under times of extreme social unrest. During these times, both libraries and churches become sanctuaries, the spaces that offer silence and shared resources. After 9/11, the number of people attending my Quaker meeting increased by 50%.[100] Attendees expressed a desire to talk about their fears and doubts in a safe space. They spoke of an increased need for community, a space where people were dedicated to justice and social change. In a similar way, the vast economic disruptions of the last year have increased the number of people that utilize libraries, especially public libraries. As people have either lost jobs or

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[99] Non-negotiated places establish the information provider as actor and the information seeker as passive audience. This is especially true for patrons that are not information literate, as they depend upon an "expert" to negotiate for them. The creation of this two-tiered system of expert and patron is reflective of the age of the manager who provides services and information on an "as need basis." The world financial fiasco of the last couple years should make us question this paradigm, as economic "specialists" with skills too esoteric to be translated into common sense have negotiated the world financial markets into near collapse. Rather than accept responsibility, finance professionals have placed the blame on home buyers who have acted " irrationally."

[100] When asked how attendees found their way to my Quaker meeting that was then held on the 10th floor of Riverside Church and is poorly advertised, most responded that they found us on the Internet.

are anxious about future lost income, they have come to the public libraries in order to check out a wide range of products—books, CD's and DVD's, newspapers and magazines—rather than rent or purchase them.[101]

Public Libraries have become the sanctuaries for the poor, homeless, retired and unemployed from the brutality of the city. Visit any branch library of the NYPL and you will find it filled with homeless people reading the *New York Times* or dozing at the reading table. The computer spaces are packed as individuals who do not have computers or high-speed access in their homes read their email or surf the Internet. The well-lit and temperate rooms have become the public spaces for the dispossessed, providing rare public access to restrooms.[102] While most churches remain locked all day, public libraries continue to do justice, serving as places of refuge and quiet.

Like all questions of justice, those that relate to the library are complex and systemic; they are questions of power and privilege as well as unequal distribution, not only of financial resources, but of educational and technological resources as well. Questions of justice are often categorized as equality and equity. Equality usually refers to uniform and unhindered access to resources and rights, and the removal of legal restraints to them. Equity claims an equal right to access, but also assumes that equality can occur only by giving special attention to target groups, especially those that have

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[101] This increase in public library usage was great enough to warrant mention on CBS Evening News. The segment, entitled "Notebook: Libraries," that appeared on December 31, 2008 was noted by the American Library Association in a News Release of January 13, 2009, http://www.ala.org/ala/newspresscenter/news/pressreleases2009/january2009/piosurgecontinues.cfm (accessed October 23, 2009).

[102] If patrons are consumers of information products, then the activation of product or place is a creative act. Consumers use products and places for different reasons than they were originally intended. Patrons may use library terminals in order to access email rather than bibliographic records. I have used the reading room on the second floor of Burke to hold informal training seminars in Greek. Korean students regularly use them in order to gather and go over their homework together.

been historically disenfranchised. The American Library Association (ALA) proposes

that access will not come by choosing one over the other, but only by "fusing the

concepts of fairness as uniform distribution with fairness and justice."[103] This is because

fairness, or equality, is deeply rooted in the American psyche, while justice, or equity,

which involves targeting resources to specific areas, is looked upon with suspicion.[104]

Section V of the American Library Association *Bill of Rights* states "A person's

right to use of a library shall not be denied or abridged because of origin, background, or

views."[105] One cannot overestimate the importance of this statement about equality of

access, but it is effective only when questions of equity are addressed and barriers to

access removed. The barriers to equal access are described by Michael Gorman as

personal, institutional, and societal. Personal barriers are "poverty, physical disability,

mobility, level of knowledge, level of education, level of literacy, English-language

skills, and level of computer skills." Institutional barriers are "location of libraries;

layout of library buildings; type, quantity, and availability of equipment; and helpfulness

and number of staff." Societal barriers are "education, politics and unequal funding of

public services."[106]

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[103] Nancy Kranich, "Equality and Equity of Access: What's the Difference?"
http://www.ala.org/ala/aboutala/offices/oif/iftoolkits/toolkitrelatedlinks/equalityequity.cfm (accessed
October 23, 2009). The article is based upon Jorge Schement, "Imagining Fairness: Equality and Equity of
Access in Search of Democracy," in Nancy Kranich, *Libraries and Democracy*, 15-27 (Chicago: American
Library Association, 2001).

[104] In the past decade, the court has ruled against ideas of equity as "reverse discrimination."
Attempts by educational institutions to create student demographics that are reflective of and responsive to
the larger society have consistently been struck down.

[105] American Library Association, "Library Bill of Rights,"
http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm (accessed
October 23, 2009).

[106] Michael Gorman, *Our Enduring Values: Librarianship in the 21st Century* (Chicago: American
Library Association, 2000), 135. The information I quote was originally in tabular form.

Personal barriers: Barriers related to education, knowledge and education are not only the result of individual intelligence, but are also the result of social structures that determine where and how resources are distributed. In this sense, equality of funding for education is not sufficient to mitigate the problems of racism and poverty. Only with a targeted distribution of resources toward populations that have been the subjects of racism and poverty can we hope to produce equitable access to knowledge systems. As statistics point to increasing Internet and computer usage by the general public, seminaries that have a large "technologically disenfranchised population" that does not become information literate cannot claim to sufficiently prepare students for ministry in the 21st century. Moreover seminaries that do not have the ability to determine the results of information literacy training cannot insure that they are producing fully empowered and effective ministers. If seminaries only needed to prepare students to preach on Sundays, they would not need to concern themselves with technological preparedness. But students, as ministers to the city and the world, will need access to a wide range of resources—from drug abuse to psychological counseling to the availability of daycare—in addition to liturgical and exegetical tools. No matter how well we prepare students in theology and the Bible, we have failed if we release them into the world as information illiterates who lack the necessary computer and research skills.

Ministry to the city means ministry to a wide range of cultures and languages. Because most American libraries were established by English-speaking institutions for English-speaking patrons, most foreign immigrants have immediate problems negotiating access to and navigating in them. It is here, more than any other place, where the need

for collaboration and negotiation becomes obvious. If we, as seminaries, accept students who do not speak English and provide them a degree, we are ethically and morally responsible to ensure that they have access to language and culturally specific resources. Although few seminaries have the financial resources to provide collections in all languages, all seminaries have the ability to map resources that are available to meet the needs of their various patrons.

Institutional Barriers: Before a planned visit to the Schwartzman, NYPL research library on 42nd street—which is known for its massive pair of stone lions, crouched at either side of the stairs leading to the entrance—a student told me how excited he was, for although he was a resident of Manhattan, he had never visited the library.   When I asked how he could have missed such an important landmark, he replied, "I have always been afraid of the lions." This answer speaks volumes about access and welcoming architecture, especially as it comes, not from a child, but from an adult.[107]

Every library has lions at the door, guarding against the entry of the wrong kind of people. Rather than serve as barriers against those who do not have access rights, they serve to keep out those who have rights, but who see the lions, not as means of protection, but as reminders that they are not welcome. Architectural barriers are contextual; what may seem to be a barrier to some will provide a feeling of comfort to others. For instance, what does it mean to pass through a metal detector when entering the library? People who have had no negative experience with official authority may not even notice it; people whose experience makes them leery of "protection" may not risk

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[107] I take the fear of the lions seriously, for there is a fine line between awe that is exhilaration and awe that is terror. While awe can create a sense of unlimited power and possibility, it can also create a sense of helplessness and paralysis. The shape and size of the library is truly meant to create awe, which includes a fear and respect for the wealth and power of its creators.

walking through. People who are undocumented may fear that their status may be

exposed, or some who have been sick may see the detectors as endangering their health.

The point is not whether or not metal detectors should be used, but whether or not we are

aware of their possible contextual meanings.

The other lions at the entrance may be the staff; we all have the capability to roar

like lions or purr like cubs. According to my initial library survey, students

overwhelmingly stated that the single most important determinant in their feeling of

comfort at the library was the original library tour.[108] Academic institutions are seldom

analyzed as welcoming spaces or as spaces that are open to the outside. We give courses

in inclusion, but seldom give much thought to what makes our institutions inclusive or

exclusive. People who have been kept out of spaces through legislated rules or gentle

hints are quite aware when they are being welcomed, and do not go out of their ways to

return when they feel that they are not.

As library catalogs and resources are made available on the Internet, questions of

welcoming and justice become more complex. While libraries and seminaries can

provide technical resources for students on-site, the question of how to support students

who do research from home becomes much more complicated, so much so that it is

seldom even considered. Unfortunately, it is just in such private spaces where the limits

of computer literacy and access are the most apparent and pressing. My information

literacy classes are built upon the assumption that the primary center for student research

is the home or workplace. All classes, therefore, emulate the home environment rather

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[108] I have often commented that when you visit a Wal-Mart you are welcomed at the door by an
employee. The statement is usually dismissed with," They are just trying to make us spend more money." If
increased profit is their purpose, then engendering a feeling of welcome that increases sales helps fulfill
that goal and is consistent with their mission. If the goal of the library is to provide information to as many
people as possible, why are we not interested in whether or not they stay and browse?

than that of the library. The concept is based upon the idea of the just use of resources.

In my paradigm, the archive library becomes a place where books are stored rather than

spaces where research is performed. This could be a powerful paradigm, but it is

hampered by the reality that not all students have computers at home from which they

can perform research. Like all technologically-based information paradigms it must

contend with the "digital divide," the difference in the quality and availability of

computer and Internet access between segments of the population.   A government report

based upon the 2003 census shows how substantial those differences are when correlated

to race, employment and economic status.

Appendix Table 1: Internet Use from Any Location by Individuals Age 3 and Older, September 2001 and October 2003 and Living in a Home with Internet Broadband Age 3 and Older, October 2003[109]

	Internet Access		High Speed Access	Gallup 2008[110] >Hour/Day
	2001	2003	2003	
Population	55.1	58.7	22.8	43
Race/Ethnicity				
White	61.3	65.1	25.7	
Black	41.1	45.6	14.2	
Asian and Pacific Isl.	62.5	63.1	34.2	
Hispanic	33.4	37.2	12.6	
Employment Status				
Employed	66.6	70.7	26.0	53
Unemployed	38.0	42.8	16.1	41
Economic Status				
< $15,000	25.9	31.2	7.5	22
$15,000 - $24,999	34.4	38.0	9.3	
$25,000 - $34,999	45.3	48.9	13.4	
$35,000 - $44,999	58.3	62.1	19.0	43
$50,000 - $74,999	68.9	71.8	27.9	
$75,000 & above	80.4	82.9	45.4	69

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[109] U.S. Department of Commerce, "A Nation Online: Entering the Broadband Age," (U.S. Department of Commerce, Economics and Statistics Administration, September, 2004) http://www.ntia.doc.gov/reports/anol/NationOnlineBroadband04.htm#_Toc78020933 (accessed October 23, 2009).

[110] Gallup, "Nearly Half of Americans are Frequent Internet Users," http://www.gallup.com/poll/113638/nearly-half-americans-frequent-internet-users.aspx (accessed November 6, 2009).

The table shows that

- Access to the Internet increased for all groups during the two years. This trend has continued, with present estimates of up to 82%[111] of the present population.

- Differences by race/ethnicity are most pronounced in the Hispanic population, whose rate of access is less than half that of whites.[112]

- Access for employed workers is almost twice that for those who are unemployed. Since the survey included the usage of the Internet from all sources, including home, work and school, the increase in unemployment usage would represent people whose only access was at work.

- Internet access is directly proportional to income, and the gap is wider with high-speed Internet access. People making $35,000-$45,000 are half as likely to have access than those making $75,000 and above.

In addition to the information from the table, three factors govern Internet usage: economic status, education, and age. According to the most recent figures from the 2010 Digital Future Project, almost 55 million Americans are still offline, including 30% who make less than $30,000 per year and 54% who have a high school education or less.[113] The greatest difference in Internet usage can be correlated with age. According to the Digital Project, 59% of those over 66 years of age do not have access and most do not desire to have it. A 2009 Oxford Internet Survey shows that while 92% of 18 year olds in England use the Internet, only 54% of 55-64 year olds do, and the number continues to

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[111] Government Technologies, "digital communities," http://www.govtech.com/dc/articles/732039?id=732039&full=1&story_pg (accessed, November 6, 2009). More recent information from the Oxford Internet Survey indicates that usage in Britain has increased from 57% (U.S. 55.1%) in 2003 to 67% in 2007, and it can be conjectured that 2007 increases in Britain would be consistent with those in the U.S. See William H. Dutton, Ellen J. Helsper, and Monica M. Gerber, *The Internet in Britain 2009* (Oxford: University of Oxford, Internet Institute, 2009), http://www.oii.ox.ac.uk/microsites/oxis/publications.cfm.

[112] Almost all surveys have shown that race is, in itself, not a primary factor, but that the relationship between race and poverty is.

[113] Government Technologies, "digital communities."

decrease significantly after that, so that 65-74 year olds report only a 40% usage.[114]

Although differences in access within the U.S. population are substantial, the differences

in global access are staggering. It is estimated that 74.4% of the population of North

American has access compared to only 5.6% in Africa.[115]

Internet access represents a major problem in technological equity and equality.

But even if computers could be purchased for every person in the country and free

Internet services provided, the underlying problem of equity would scarcely be affected,

as a large percentage of people are not computer literate enough to utilize the technology.

According to the British survey, at least 15% of the respondents in the survey said that

they did not use the Internet because of lack of knowledge or confusion about its usage.

The focus on access to technology often obscures the more difficult and resource

intensive problem of training and preparation, perhaps because hardware solutions are so

much more concrete and so much more apt to attract grant money.[116]

In the past ten years, the concept of information access has expanded and is now

included under the umbrella term information literacy, "the set of skills needed to

articulate an information need, and subsequently, find, retrieve, analyze and use

appropriate information to meet that need."[117]   While many forms of literacy have been

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[114] Dutton, *Internet in Britain 2009*, 17.

[115] Ibid., 4. These numbers vary greatly in different surveys.

[116] Small laptops are now available for less than $400. Although, I recently proposed a course that included the purchase of one of these laptops as part of the tuition, further study showed that it would not address the need for high-speed Internet access or support for the computer hardware and software. While the price of technology continues to decrease, the cost of support and online access does not. As a result, we have decided to require that all students have access to computers as a prerequisite for acceptance. What we can provide is suggestions about hardware and software, as well as computer and literacy training, which will add value to the technology.

[117] Alex Koohang, Keith Harman, and Informing Science Institute, *Learning Objects and Instructional Design* (Santa Rosa, California: Informing Science Press, 2007), 370.

proposed—"including cultural, scientific, technical, global and computer,"[118] and for literary to mathematical disciplines—earlier ideas of literacy were limited to a specific area of knowledge. Information literacy, on the other hand, is inclusive, and can be the platform for all other literacies. Like reading and writing, information has now come to be regarded as a right rather than a privilege. As the Reformation and the printing press created the need for universal literacy (or at least universal to Protestants) in regard to reading and writing, the 20th century and computer technology created the need for information literacy with its emphasis on computer and networking skills. Both forms of literacy are essential in order to navigate and negotiate information spaces, and both have come to be accepted as rights (rites) of social membership.

The library, which for centuries has been a receptacle for print media, is becoming a multi-media center, and research includes digital media as diverse as scanned images, databases, music and speech recordings, and computer programs. In addition, catalogs that access books no longer reside in wooden drawers, but are negotiated Internet spaces. Because public catalogs are now accessible only through the Internet, computer literacy has become a question of social justice. In order to do justice, it is now incumbent upon libraries and other information providers to insure that all students have sufficient information literacy training. As most libraries do not have the personnel to provide such information training, they need to begin to negotiate with other library systems in order to share human resources.[119]

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[118] Christina S. Doyle, *Information Literacy in an Information Society: A Concept for the Information Age* (Syracuse, New York: ERIC Clearinghouse on Information Resources, 1994), 2.

[119] While reading a mystery novel between the proofing of chapters, I was struck with a statement made by Brunetti, the main investigator, about the term "Human Resources," and "how cannibalistic the term sounded." Donna Leon, *Doctored Evidence* (London: William Heinemann, 2004), 150.

Sharing of resources is the basis for the classes I teach in information literacy. Students map their local areas, locating public and college/university/seminary libraries, as well as Town Halls, historical societies, and hospitals. The purpose of the assignment is to teach students how to locate resources in any place and to find out how to share resources with other institutions and individuals. As NYTS students do not have access to the Columbia University databases from their home, they are trained on how to access the databases of the New York Public library. I try to teach students, not only how to use the seminary library, but also how to identify and use local libraries and how to develop Internet research strategies.

The Internet has served to decentralize traditional libraries, for just by placing their catalogs on the Internet, traditional libraries have opened their collections to the general public as never before. The Google Library Project, among other projects that digitize text, such as the ATLASerials project, is already making books and journals available outside of the walls of the library. This, combined with a greater number of digital e-books, is moving the individual library from the center to a node of a distributed information network. The decentralization will allow libraries to share information resources with other institutions without the need to duplicate services. Resources include not only books and Web links, but training personnel as well, for the library was created as a teaching institution as well as an information storage and retrieval system.

In his essay, "Welcoming the Stranger," Eugene Gallagher refers to teaching "as an act of intellectual hospitality." [120] Hospitality suggests more than making sure that we

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[120]Eugene V. Gallagher, "Welcoming the Stranger," *Teaching Theology & Religion* 10, no. 3 (July 2007): 137-142, *ATLA Religion Database with ATLASerials*, EBSCO*host* (accessed November 1, 2009), 137.

do not construct barriers to color of skin or sexual orientation; it suggests an engagement with the other, a going out to rather than letting in. Librarians need to dream with their patrons, not for them. They must be willing to hear what they are doing poorly as well as what they do well. But they must also be willing to be honest about what they can and cannot do. Listening to stories is empowering and often uplifting, but students will cease to be honest as soon as they know that what they say will not have any effect. We must realize that we are people who others see as possessing often mysterious knowledge and power. Like ministers, we are seen as different from the rest of the world and are often held to a higher standard. As teachers, we need to see our classrooms, computer labs and libraries as sites of hospitality, where we express a true desire to listen and speak honestly.

If a person comes back again and again with the same question or problem, then as teachers, we must determine how to provide the knowledge and skills that are lacking. As Gallagher says, we must "invite" students to share with us, we must become that safe space where students are able to look "foolish" and "stupid" as they try to negotiate the complexity of knowledge spaces by themselves. Hospitality requires an awareness of the spaces that we inhabit, an understanding of our privileged access to information, and a sense of compassion for the stranger who does not know how to navigate through the web that we have created. We do justice when we welcome the stranger to a space that includes all forms of knowledge, that which is written on papyrus and paper, recorded on videotape or included in online databases and on Internet servers. But as in all banquets and rituals of inclusion, we cannot expect strangers to know how to share in our rituals unless we are ready and willing to provide them with the necessary training. It is not

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enough to allow access and say that the stranger is welcome; we must create methods of

training and support that give substance to our lofty ideas about inclusion.[121] We must

make hospitality the basis of who we are as well as the basis of what we do.

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[121] By now, it must be clear that I care less about specific sources of information than I do about the sharing of knowledge and skills necessary for navigating and transforming them. Although, I have developed a dispersed system that meets the needs of my community, providing resources does not equal inclusion. Whether or not I can negotiate access to a specific information system is of less importance than training students in the skills necessary to negotiate access for themselves. A student who has the ability to do advanced searches on the Internet, utilizing such sources as Google Scholar and Google Books, is capable of better research than one who has access to a major research library, but does not know how to find the stacks. Maps of physical or conceptual spaces are both essential.

CHAPTER 5:

PLAN OF IMPLEMENTATION—OPENING THE LOOP

Goal 1 - Develop awareness of how often NYTS students use library services

Strategy 1: Develop and administer a complete site survey of the library via email to all first-year MDiv students

As a library survey had not been completed since 2002, I determined that the first thing that I needed were current statistics about how and where students accessed information and what resources they used in research. I decided not to give a paper survey, as that seemed inconsistent with the focus of the project, which was the development of information literacy skills with an emphasis on computer navigation. In the past, such a survey would have been impossible as a large percentage of the NYTS student body did not have consistent access to email communications. Last year, however, IT initiated the use of Google as the email system for all NYTS students. Email addresses were created for all active NYTS students and access to email was linked to the Moodle learning system that had replaced Blackboard. For the first time, it was possible to consider an email-based survey that would reach all students.

In January 2009, I purchased a site license from MonkeySurvey.com, an Internet-based survey company, in order to create, distribute and analyze surveys for the project. The data obtained from the surveys is maintained on external servers, ensuring anonymity and security. In February 2009, I created a survey to be administered to all

students and faculty in order to ascertain library usage and modes of information access

entitled "Library Survey for all Students and Faculty" (See Appendix 3).   On March 5,

2009, Rafael Reyes distributed an email from me to all students, requesting that they take

the survey. In addition, the email explained my DMin project and requested potential

subjects to participate in it. The text of the email was:

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Friends,

As Director of Library Services at NYTS, I am seeking to better
understand the research habits and needs of the NYTS academic
community. A library survey will better allow me to discern both how
the community acquires information and what further needs it might
have.

Please take 10-20 minutes to participate in the confidential survey.
When you have completed it, select "Done." Your answers will be sent to
an off-campus server.  Your answers are anonymous and cannot be traced
back to you. The results of this survey may appear in a Doctor of
Ministry Project entitled "Negotiated Spaces: A Paradigm for
Decentralized Library Services." By entering the survey, you agree to
participate it.

To start the survey, please click on the following address:
https://www.surveymonkey.com/s.aspx?sm=_2bnnZmEn1PC86tETXRCU7Bg_3d_3d

In addition to the survey, I am looking to enlist 10 subjects as
participants in the DMin Project. You are asked to attend three two-
hour Saturday classes from 1-3pm on March 28, 2009; April 4, 2009, and
April 18, 2009.  The classes will cover advanced searching techniques
and exploring (perhaps even visiting) local resources.

These sessions will be free of charge, and no credit will be given. The
sessions will provide you with advanced research tools and a greater
understanding of available resources. Anyone who is interested in being
a part of this study should contact Jerry Reisig at jreisig@nyts.edu
ASAP.

Thank you,[122]
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After two weeks, I had received only a couple of responses from an email to

approximately 250 MDiv and DMin students. Assuming that my email was not enticing

enough, I asked some students to announce the survey in their classes. Members of the

classes said that they had never received the initial email. Rafael researched the problem

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[122] Email to all students through Gmail, March 5, 2009.

and found that the email had indeed not gone out, as our NYTS mail server had failed in its attempt to send out such a large mailing. I then proposed to Rafael that we try to send the email outside of our system. He explained that no matter how we sent it, the domain name or our student email (nyts.edu) would still route the mailing through the NYTS server.

In order to get around the email problem, Rafael added a direct link to the survey on the homepage of the NYTS website. A large rectangular button stated, "Click here to take the Library Survey." At faculty meeting, I asked all faculty members to announce the existence of the survey on the website as well as my need for volunteers for the project. On March 24th, I emailed all faculty members a script to use in their classes:

> 1)   Please take the Library Survey that is on the NYTS webpage at www.nyts.edu. Merely click on the purple and yellow button labeled "Click Here to Take our Library Survey Online," and you will be taken to the survey. The survey should take no more than twenty minutes and will provide the library with helpful information about student use and student need. Please be as honest as you can; your survey will be totally anonymous as the responses will be compiled on an off-site system.
>
> 2)   Jerry Reisig is working on his DMin project and is looking for 10 volunteers who would be willing to take research training during this July. The training will consist of three sessions, each about 2 hours in length. The sessions will be free of charge and no credit will be given. If you are interested in working on the project please contact Jerry Reisig at jreisig@nyts.edu or call him at (212) 870-1213.[123]

From the outset of the project, the delicate relationship between technology and our student body became obvious. Even after the announcement, additional advertisement, student requests in classes, and the link on our home page, the vast majority of students still did not take the survey. Only after I personally asked, did a substantial number of students take it.

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[123] Email to all NYTS faculty members, March 24, 2009.

The error that I made was in assuming that students would take notice of the "survey button" on the website. In fact, I found that most students never navigate the website, but go directly to the functions that they feel comfortable using without ever noticing changes. Further conversations with students revealed that the majority only go the NYTS website in order to access Moodle. Most students do not even know that a Library website exists, let alone that it contains a host of resources that are available for their use.[124]

Strategy 2: Analyze the results of the survey

Sixty-eight (21%) of possible respondents took the survey. Most respondents were students in their first and second years. Students made up 90.7% of the respondents: 78% were MDiv and 12.7% were DMin. The survey did not ask questions regarding gender, race, or age. Some of the more important responses to the survey were:

- The "Internet" and "books purchased" were rated as the most important places where students received information for papers, although a majority also indicated usage of the Burke Library in the last semester. (50.8% took out at least one book and 55% spent an hour or more a week.)

- On a scale of 1 to 5, the average student rating of comfort level for all physical libraries was 2.33. The highest rating of library by type was public libraries at 2.5. Burke was rated highest of all Columbia libraries at 2.67.

- Students spent almost twice the number of hours using the Internet (3.48) than they did other information source.

- Although a slight majority of students do not utilize the Columbia library at all, a significant percentage use it regularly.

- The most important reasons cited for not using the library were inconvenience and lack of time.

- Architecture and procedures were consistently cited as problematic, including uninviting stacks and the difficulty in obtaining a library card

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[124] This information about how students use websites needs a fuller investigation.

- Although overall student Internet usage was 79.8%, important Internet resources such as ATLA were used by only 6.5% of students.

- All students rank their Internet skills between expert and fair, with 78% divided between expert and good.

- The majority of students list the computer/library training class (59.1%) and the initial tour (36.1%) as reasons for feeling more comfortable in the library.

- An increase in online resources was the most often requested change in library services.

- 40% reported using online services, including ATLASerials.

- The greatest aids to students were persistence and asking friends; the help of the director and the personnel at Burke; and training.

- Obstacles that students encounter include the lack of time to do adequate research which often results in a need to purchase books, and confusion about how to use the library and the Internet.

- When asked how to improve the library, respondents asked that the library be made "more user friendly," including appropriate lighting in the stacks and an increase in NYTS staff presence in the library.

Expected Response:

Although I had originally predicted a response rate of 70%, because of technological problems and the fact that the survey was not a required part of TTU100 as I had earlier proposed, the final response rate was only 20%. This response rate questions the effectiveness of giving Internet-based surveys to a population with a wide range of computer skills. Although the Internet is the easiest way to dispense a survey to a diverse population, the respondents will be limited to people who feel comfortable with all the variables of online surveys, including technical equipment and expertise. It is clear to me now, that I would have had a higher response rate and a more effective survey had I distributed it both in hard copy and via the Internet.

Goal 2: Recruit 15 students and provide mapping resource seminars

In the email survey that I had sent to students, I asked for 10 subjects to participate in the project by attending a series of three two-hour seminars. I had originally

planned to hold the seminars that spring on March 28; April 4, and April 18, 2009, but because of technical difficulties with the survey and the fact that several students requested that it be given in the summer instead, I moved the dates of the seminars to the 11th, 18th and 25th of July.

In addition to the email requesting volunteers, I also placed recruitment flyers on the front desk of 475 Riverside during the summer and fall semester registration (See Appendix 1). I quickly had more than enough volunteers as subjects, including MDiv and DMin students, faculty and NYTS staff. I selected ten subjects, including representatives of each of the groups. Unfortunately, as the time for class drew near, many potential subjects withdrew. In the end, only between four and nine subjects took part in each of the three seminars that were offered in July. Of the nine participants, five were African-American, one was Latino/Latina, one was white, and one was Caribbean; six of the subjects were female and three were male; seven were NYTS students (two MDiv and five DMin); one was a recent MDiv graduate; and one was an NYTS staff member.

Strategy 3: Provide three, two-hour seminars on mapping for 10 students

Because I had moved the seminars to the summer, I had time to create the documentation that would serve as the basis of the Guide.

Responding to the results of the survey and to input from other professors as well as my own experience training and orientating students, I created a skeleton Guide based on the following.

Problem expressed	Preliminary Guide	Training
• Low comfort level of physical libraries • Lack of clarity on how to obtain access. • Library training and visits most important reason for comfort	• Clear and specific instructions for acquisition of library cards • Orientation to libraries, including maps of their locations.	• Site visits to the Burke Library and at least one Research Library • Exercises in which students visit and map local resources
• Lack of available time to use libraries	• Visual steps for the use of online catalogs from home (Appendix A Guide) • Information about the bibliographic record and search methodologies.	• Searching on the CLIO catalog • Saving results of searches • Developing efficient search paradigms
• Request for more online services from home	• Information about the availability of online databases • Specific training on ATLA (Appendix C Guide)	• Extensive hands-on training of online databases through the New York Public Library

• Inconsistency between
  o expertise claimed using the Internet and
  o knowledge of online databases
	• Internet access and logic
	• Use of search engines
	• Documentation for advanced searches in Google (Appendix E Guide)
		• Google searches, including Scholar and Book
		• Online databases through NYTS

• Faculty expression of poor quality of citations and plagiarism	• Detailed citation instructions ("Citing Your Work", Guide)	• Citation exercises

In the student survey, respondents had consistently expressed the need for access to a wider range of resources from home. The center for their research was not the library but the home, and the home became the center of my seminars. Rather than emphasize the use of libraries, I emphasized resources that were available from home or work. I specifically held computer training in a space that was not connected to the Columbia library in order to reproduce the search environment of the individual home. In addition, rather than define the spaces for research, participants in the seminar would be required to construct maps of local information resources that were available in their

communities. I used the concept of "mapping resources," often referred to as "asset mapping,"[125] as the basis of the course, a major goal of which was to develop information negotiation skills and resources.

I introduced the idea of shared information systems and entitled the seminars "Mapping Negotiated Spaces: Identification of Local Information Resources." As the major purpose of the seminars was to receive feedback on my Guide, it was the only "textbook" that was used in the class. The information that was presented in the three seminars was as follows.

Session One—July 11, 2009

- Introduction to the DMin Research Project
- NYTS Library Services Reference Guide
- Project to Negotiate Spaces in Local Areas
- Columbia University Library System
  - Negotiating Access
  - Using the Catalog
  - Reading the Bibliographic Record
- New York Public Library
  - Negotiating Access
  - Introduction to the ATLA database

Six people attended the first seminar, which began after a minute of silence. I opened with the first creation story from Genesis, and spoke about how we divide, name, categorize, and give meaning to creation; we do not create *de novo* but make use of what exists and give it meaning. The purpose of research is not only to find and compile data, but also to give it meaning, to give it voice by ordering, arranging and connecting the dots.

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[125] The term has been used for many decades, but its current meaning regarding sharing community resources is usually attributed to John P. Katzmann. See John P. Katzmann and John L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (Chicago: ACTA Publications, 1997).

I explained the purpose of the project and told the class that these sessions would

serve as the basis of my DMin Project.

> Welcome all to the first of three sessions about Mapping Negotiated
> Spaces, which is the basis of my current DMin Project "Negotiated
> Spaces: A Paradigm for Decentralized Library Services." The information
> that I acquire here will be used in the write-up of my project. Any surveys
> that are taken during the course of this project will remain totally
> anonymous. The purpose of the project is to find a way for a seminary
> with limited financial resources to provide the information resources and
> research skills needed by graduate students and faculty and ministers. The
> central concern of this project is the lack of services and resources shared
> and negotiated by institutions and the lack of engagement by students in
> the process.
>
> A major part of my project is the creation of a library manual that is useful
> and used by students, faculty and staff. What you have received is the
> most current version of the manual. It has occurred to me that providers
> of information are always the ones who determine what information is
> needed. It is my hope that during these seminars, you will provide me
> feedback about the manual; what it has; what it needs.
>
> Negotiation is a process that requires mutual respect and mutual listening.
> Negotiation is not about arguing what you want, but about expressing your
> needs and listening closely to the needs of another. Only then can
> negotiation begin.
>
> I handed out the latest version of the Guide and asked that students use it

throughout the seminars and that they provide me input on how it could be improved. I

explained that one reason I believed that students did not use documentation was that

they were not invested in it; for that reason I wanted this manual to be an expression of

their needs and expectations.

I admit that when I had first begun the project, I assumed that I would provide the

resources and would design a library that would be accessible from home. In the process

of designing the curriculum for the seminar, however, I had come to realize that such a

top-down design was inconsistent with the idea of negotiating. In that model, patrons

never become a part of the process and are never invested in its further creation and

maintenance. They never develop the necessary negotiation skills because they are never empowered to do so. This may work as long as they are students, but as soon as they graduate, they find themselves without access to information and are left only with their personal libraries or the Internet. Unlike other research tools that students might use, I envisioned the Guide as a negotiated tool that would come from the needs of all participants, including students, faculty and staff.

Members of the seminar discussed the need to research through individuals rather than institutions. One of the most important things that I hoped that participants would take from the seminars was an ability to map resources in their areas, getting to know people who had access to information, and to speak with them personally. One member of the group, an admitted "library card junkie," told about visiting an Orthodox monastery near her house. When a nun discovered that she was a student at NYTS, she asked the student if she would like to see their library, and because she listened and showed interest in a collection of rosaries that were obviously very important to the nun, the student was given permission to use the library at any time. Because she made access with a person rather than an institution, she now has a quiet space where she can do her work.[126] One student related how she had just discovered that there was a branch library near her house and that she had always wanted to visit it and find out what programs that they offered during the evening, but had not yet done so. Another related how she had called the Schomburg library and asked if someone could show her around. She said that she was given a two-hour tour and the people around her assumed that she must be a very

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[126] During the two different seminars, several students reported that people were quite impressed when they found that a seminary would have its students investigate and visit local resources.

important person to receive such attention. Still another student talked of libraries as safe spaces where homeless men and women could read the newspaper, nap or chat.

Research, I explained, is never passive, but is an active journey that requires that the researcher constantly negotiate access to information. One students asked how we were to negotiate access if we had nothing to offer in return. "Are we supposed to offer an apple if we have nothing to give?" We spoke about how spaces are negotiated and determined that it all came down to the relationship between two individuals. Negotiation is an organic process, a relationship between people who are both willing to give and receive. It is also a process where neither party will receive everything, and works only if all parties respect one another. Between two people, the need for assistance and the desire to help may be reason enough for the negotiation to be successful.

The second half of the training time was given to the use of the CLIO library catalog. I explained that catalogs only contained information about the physical existence of books or journals and their relationship to other information, and had nothing to do with contents (See Guide: "Understanding the Bibliographic Record"). Students were surprised that searches were only on the bibliographic record rather than upon the contents of the book itself. One students commented that this explained why she could never find anything.

I introduced the concept of "searching and reading smart." I explained that research is always limited by what information is available, as reading for class is always limited by the amount of time that one actually has to devote to it. A student expressed her discomfort with this, fearing that if she did not look everywhere and read everything,

she might miss something important. The key, I explained was not to access and read

everything, but to develop research and reading strategies that increased the odds of

finding the most important things.

Session Two—July 18, 2009
- Discussion of the Mapping Project
- The Mechanics of Research
    - Understanding Boolean Search Logic
    - Further work on the ATLA Database through NYPL
    - Using the Internet
        - Advanced Google Searching
        - Google Scholar
        - Utilizing Primary Data—the U.S. Census

Nine students attended the session, four DMin candidates, two current MDiv

students, two graduates of the MDiv program and a staff member. Five of the attendees

had also attended the first session. After the silence, students discussed what they had

found while mapping their communities. Although most students had only begun the

project, some students had made contact with resources in their area. A student

expressed that she felt uncomfortable going to new places to ask for resources and felt

that we needed to rewrite the script. Other students agreed. Since the basis of the

seminar was going to be "How to ask a research question," discussion of negotiation as a

script or methodology seemed appropriate.

Since mapping resources is a form of research, it begins with a question or a

problem, and the manner of asking the question determines the quality of the answer. I

suggested that we are collecting information about resources and not asking for use of

them, and only after we have made personal contact can we even consider questions of

access. We needed to think of the process of negotiation as a personal rather than an

institutional one. When people in institutions are asked questions to which they do not

have ready answers, they tend to make institutional statements that are safe and have authority. Mapping is not a demand for a resource you do not have, but a willingness to listen in order to become aware of what exists and might be negotiated.

The student who experienced the problem with the script said that she had found that if she listened to what people had to say, and if she turned the question to one of interest to them they could talk forever. I reminded her that on the first day she had described how a nun, seeing her interest, had asked her if she would like to see their library space. Because she allowed the nun to show her "rosaries" and share the things of importance to her, the student was offered the use of the library space at any time. This negotiation did not involve the exchange of goods and services of equal value, but was a sharing that began with an expression of respect and willingness to listen and share.

After this wonderful beginning about sharing, we talked about the problem of making database searches through computers who do not think like us. In order to negotiate a search, it is important to understand how a computer "hears" queries for information. I gave a brief explanation of Boolean logic,[127] and with this information, we performed advanced searches in Google, seeing how different parsing of queries affected the search results.

We looked at primary data, and particularly the online U.S. census data. This training proved to be the one that students liked the most. Knowing that keeping the information local was the best way to teach, we searched online census data according to

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[127] This was added to the Guide in "Searching with Boolean Logic."

each student's home area. This was the first time during the seminar that students asked

for permission to send the results of their searches to the printer.[128]

Session Three—July 25, 2009
The Proper Usage of Citations—Learning a New Language
- Citation as the Language of the Academic Community
- Use of Direct and Indirect Quotes
- Using the Citation as an Authority

The Mechanics of Citing
- The Turabian/Chicago School Citation System
- Citation Software
- Footnote and Bibliography Forms
- Avoiding the Pitfalls of Plagiarism

The session was made up of only four students; two had attended the other two

sessions; two had attended one of them. The purpose of the class was to work on

citations and to show the latest offerings from Google. The lecture emphasized:

- The reason for citing

- The method of citing

I presented the citation as a road sign that is setup during an academic journey. I

asked that the attendees at the session view themselves as fellow travelers with other

scholars and that they think of footnotes as maps for other scholars, telling where they

had been and where to go in order to further look at the information.[129] I also presented

citations as a visible sign of one's spiritual development.[130] How we dress; how we act;

how we walk across the world are emulated by people who see us as role models and

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[128] The information became Appendix D of the Guide, and is included in all training sessions that involve the Internet.

[129] Upon reading the first draft, a member of my site team, Lester Ruiz, suggested that I use this concept of footnotes as maps to talk about my own journey. I have attempted to suggest this with the addition of textual footnotes throughout this text. They serve as later self-referential comments on the work.

[130] This was incorporated into the Research Guide in the section "Citing Your Work."

authorities. The care that we take with footnotes, then, is an extension of how we wish to present ourselves to the world.

I presented citations as authorities to the author's argument. In direct quotes we looked more closely at the idea of authority in terms of Biblical quotes. In academic publications, I explained the default translation is the RSV. This caused some tension in the class as one attendee explained that her minister had told the congregation to use the NIV as authority. This brought us to an excellent discussion on community and contextual authority. Rather than argue authority, the purpose of a scholar was 1) to know the intended audience; and 2) recognize the authorities in that community. In the case of the NIV, a footnote at the beginning, explaining why that specific translation was used would not only help clarify its use; it would also show that the writer knew something about biblical scholarship

We spent a considerable time on how to cite, and the different forms of information that were cited. Students agreed that the usage of Turabian was confusing and I found that most of them did not own the book, although it is a requirement for all NYTS courses.[131] Although I spoke about how large quotes can trigger ideas of plagiarism, I believed that the most important problem that they provided was a weakening of the writer's voice. I explained that if the writer were an African-American female, that I would rather hear her, even shaky, authentic voice, than I would the elegant voice of a white male, or vice versa.[132]

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[131] Because of this conversation, I added a section on "Citing with Turabian/Chicago Style" that not only compresses and (I hope) clarifies Turabian, but also provides a table of the most common note and bibliography forms.

[132] At NYTS, the Director of Library Services is involved in the entire process of the production of new knowledge, which means that information literacy includes not only research skills, but writing skills as well.

The second half of the session was given to the different forms of searches in Google. We performed a search for "Brooklyn Bridge" through the **Web**, looked at images of the Bridge in **Images**; mapped the site of the bridge using **Maps**; looked for academic articles and books using **Scholar;** and looked at online books through **Google Books**. Attendees enjoyed this session immensely.

Evaluating the Seminar

In July, I designed a final twelve-question course evaluation survey in MonkeySurvey that was distributed via email to all students after the last class. Four subjects responded to the survey. All of them found the seminar valuable and three out of four thought that the Guide was good as it was. The fourth needed more time to thoroughly look at it before answering. Two thought the most important thing about the class was learning how to do research from home; one mentioned general research; another highlighted proper methods of citation. One student, who was very anxious about using the computer, mentioned learning to overcome that anxiety. Another mentioned identification of local resources.

All respondents said that the mapping exercise made them more aware of local resources. One noted a resource "that I have right at my fingertip, and many people are paying to get it." It was noted in this seminar and the next class that mapping community resources would be important for DMin candidates. In the course of the seminar, I spoke about the fact that individuals in communities are important resources and one students responded that "the common [people] that we walk by in our community every day are the community's archive," while another person who had recently moved to a new

community saw that the exercise provided information about "services now and in the future."

Although I had hoped that the members of the class would give me hard suggestions on how to refine the manual, most expressed satisfaction with its current state. In a sense, this may result from the large size of the manual and the fact that any real analysis would take time. One student said that the "hands-on guide" made research easy. Students expressed the greatest comfort using the resources in the community, including the New York Public Library. Three of the four expressed that they felt comfortable using online databases and the Internet. Only half said that they were comfortable using CLIO, the online catalog for Columbia, which may be due to the fact that we had did not emphasize its usage in the course. After the seminar, a member told me that she felt like she could "go into any library in the world." It was that quality of empowerment that I hoped would result from a better knowledge of local resources as well as increased library and computer literacy.

Goal 3: Create Library Resource Manual

Strategy 1: Consolidate and organize previously researched on-line resources.

Over years of library training, I have created a massive library of documentation that I use in training sessions, but have never systematized into one place. In May, I began to analyze and categorize training information into a central area.

Strategy 2: Research and develop new resources

From the survey and the class, I determined that the following tools must be addressed in the Guide, and found that I had already created much of the information over the years:

- Specific information about the resources that were available from the Columbia Library system and clear instruction on how to gain access
- Training on the use of the Columbia online catalog (CLIO)
- Access to resources available from home as well as documentation on usage
    - Most important of these resources was the ATLA Religion Database
- Increased skills in the use of the Internet;
    - While students had overwhelmingly indicated that they make the greatest use of the Internet, only a minority believed that they had good enough computer and navigation skills.
- Research skills
- Citation skills

Since NYTS students do not have sufficient time to sit in libraries and utilize their services, I decided to emphasize training on the usage of offsite resources, which would include the

- CLIO catalog:
    - understanding of the bibliographic record and Boolean search strategies
    - saving bibliographic information and printing entries before going to the library
    - using different modes of searching with an emphasis upon "keywords with relevance ranking"
- New York Public Library:
    - navigating "Databases from home,"[133] online databases available from home from the New York Public Library
- NYTS online resources:
    - free online databases on the Library Services section of the New York Theological Seminary web site
    - basic understanding of Internet search strategies
- Internet resources:

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[133] Although the ATLA database is the most important database of secondary literature that I train, it is not really a "Database Available from home" from NYPL. In 2004, I discovered a back door to the database through EBSCOhost. Before announcing its availability, I spoke with the theological librarian at the 42nd Street Research Library. He informed me that I should continue using the database until I was informed otherwise. This experience taught me how important it was to look for "back doors" to information.

- o advanced Google search features including Google Scholar and Google Books
- o government census data.

In my welcome to the Guide, I explain that "Library Services is built upon three pillars: seminary research libraries; local library services; and Internet and on-line services outside of the seminary."[134] This negotiated networked space is born out of financial limitations of the seminary in a city that is rich in public resources. No single resource is sufficient for the diverse needs of our student population. The beauty of this negotiated library is that for a minimal financial outlay, NYTS students have access to sufficient and substantial resources for graduate study as well as resources that will continue to serve them as they move into their ministries. The Guide resulted from major concerns expressed by students in the survey, and included suggestions that I received at the end of the summer seminar. It is divided into four major sections; 1) information about access to seminary resources [Columbia, New York Public Library and NYTS web resources]; 2) research strategies; 3) advanced Internet research; and 4) citation systems and plagiarism.

Information About and Access to Seminary Resources

- Columbia Library System
  - o Gaining Access
  - o Printing at Columbia Libraries; Library Copiers; Purchasing a Copy Card
  - o Libraries in the Columbia Library System including Burke Library at Union Theological Seminary, Butler Library on the Columbia Campus, and Barnard College Library
- New York Public Library
  - o Obtaining a Library Card

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[134] Jerry Reisig, "Reference Guide: NYTS Library Services Academic Year 2009-2010" (New York: New York Theological Seminary, 2009), ii.

- o NYPL Research Library
- o Acquiring Books Outside of the Collection through METRO and Interlibrary Loan (ILL)
- o NYPL Databases Available for Home
- New York Theological Seminary
  - o Moodle
  - o Library Website Resources

Research Strategies
- Basic Research
  - o Understanding the Bibliographic Record
  - o Developing Search Strategies
- Using Primary and Secondary Material
  - o Abstracts
- Other Important Resources

Advanced Internet Research
- Internet Basics
- Evaluating the Quality of Internet Information
- Google

Citation Systems and Plagiarism
- Forms of Citation
  - o Citing with Turabian/Chicago Style; footnotes and bibliography entries
  - o NYTS Citation Guide
- Plagiarism and Tips to avoid Plagiarizing

In addition to the information in these categories, six appendices provide step-by-step instructions for the use of essential research tools. These were added as appendices for two reasons: 1) updates of this material will be much more frequent and extensive than other information in the guide; and 2) the modular structure of the guide allows printing of select sections for specific training, making it much easier to customize a training session.

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- Appendix A: Using the Columbia Library Online Catalog (CLIO)
- Appendix B: EBSCOhost from the New York Public Library
- Appendix C: ATLA Religion Database
- Appendix D: Using U.S. Census Data
- Appendix E: Searching the Internet with Google
- Appendix F: How to Evaluate a Webpage

Strategy 3: Create E-manual containing library information and procedures for the NYTS Library web site

Although I had originally intended to port the Guide to our website, I found that students did not utilize web documents and needed a document that they could carry with them. Therefore, porting the document to the web was considered a secondary goal, only after the Guide could be shown to be effective as a teaching tool.

Evaluation of Goal 3: Completion of online manual

At the end of August, I presented the Dean with the completed Guide, which she distributed to the faculty during the September faculty meeting. The responses were all positive, and one faculty member stated that "I should be given the DMin for this publication alone." The Dean also presented it to the Board at its October 16 meeting. Members of the Development staff at NYTS proofread the manual for a final time in November, and it was returned to me fully proofed the first week of December. In November, I began discussions with the Dean about the publication of the document and its requirement for all new NYTS students. This is an ongoing project.

Goal 4: Use the manual as the basis of library training

Strategy 1: Administer survey to students about their past experiences with libraries

Because the survey needed to be given via the Internet and beginning students are not yet trained on its use, the survey that was initially proposed was not administered. Instead, because several faculty members asked that a research course be offered in the regular semester, I decided to use this course to evaluate the effectiveness of the Guide.

Strategy 2: Provide library training to all first semester students as part of TTU100—The Introduction to Theological Education

Every year, incoming students take a required orientation course that includes two evening classes, a writing test, and attendance at two retreats. In addition, students attend a class in information literacy that includes a section on the NYTS Online Learning System (Moodle) and a section on information searching skills and a tour of the Burke Library. On Saturday, September 26, I team-taught the information technology segment with Rafael Reyes, the NYTS Moodle consultant. We taught the new students in two groups; he instructed them on the use of Moodle and I alternated sessions between computer/library training and tours of the library. On Friday, September 25, we offered the same classes with Korean translators to new Korean students. Fifty-two students attended the September 26th class and twelve students attended the special class in Korean offered on Friday. Because of the expense involved in printing the full Guide for all the students, and because only specific skills needed to be addressed within the limited training time, I created a "1st Year Research Guide" from the major appendices of the Guide. Students were given a research assignment to test their understanding of what they were taught. The assignment tested their ability to locate books and journals in the library, utilize ATLA through the New York Public Library, perform an analysis on the

quality of a web site, and write a correctly formatted bibliography of the works they found (See Appendix 5).

Strategy 3: Survey all students to determine their usage and comfort with the use of the library

Although, formal surveys were not given to the new students, it was possible to compare the results of their assignments with those of the orientation class the year before. The same evaluation assignment was offered in both years, and training was offered in the same areas. The only major difference between the 2008-2009 and the 2009-2010 orientation classes was the inclusion of the appendices from the Guide. The quality of citations had noticeably improved and several students provided bibliographies with perfect citations. Students also seemed to be more interested in completing the assignment and in using their new literacy skills. One student sent her assignment to me with a message, " This was great and a lot of fun. I think I want to 'marry' research now! Thanks for all that I learned." [135] It seemed clear to me that the addition of a clear research tool increased students' enjoyment of the assignment. The response to the Guide encouraged me to teach a class using the Guide as the assigned text.

Strategy 4: Provide an information literacy course for credit based upon the research guide

For the Fall 2009-2010 semester, I designed a course that was based upon the summer seminar, with mapping local resources as the central theme and the Guide as the primary text. Four students signed up for the class: three female/one male; three African-American/one white; one DMin/three MDiv. One of the MDiv students was in the first

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[135] Email from student, October 23, 2009.

year and another MDiv students was also a staff member at NYTS. The class was

conducted in seminar style from 11:00am-4:00pm on September 19; October 10 and 31;

and November 7. The format of the class was an extended version of the summer

seminar.

TTU103 Session One—Saturday, September 19, 2009

Session One began in the Conference Room at the Burke library. During the

summer, I had learned the value of mapping local resources, and the first session was

dedicated to an introduction to mapping, an explanation of the Guide, and a trip to the

Burke Library. Students were asked to keep a journal of their experiences while mapping

resources. I presented the Guide as the textbook. I introduced the mapping assignment

and we spent a considerable time talking about why we would want to map resources in

our area. One student explained how she had recently visited her local town hall and was

amazed by the number of departments with archives. She said that the people she met

were more than happy to help, and that she was able to speak to a historian on staff. We

talked about how property records could be used to show the history of a church or the

change in the demographics of a neighborhood. We did searches on the CLIO library

catalog, as I wanted to make sure that students had a better understanding of it than many

took away from the summer. In addition, I introduced databases at NYPL and we did

exercises in the ATLA Religion Database. We analyzed census data of local student

locations. In all cases, the Guide served as the documentation for the searches. The

session ended with at tour of the Burke library.

TTU103 Session Two—Saturday, October 10, 2009

Session Two began at the computer room of Riverside. We analyzed the progress of mapping local resources. During the discussions, it was clear that students were beginning to understand that the mapping project was another way of doing primary research. The session emphasized performing searches on the Internet with Google Advanced Functions in all of its forms: web, image, scholar and books. I began the session with a look at the different types of Boolean searches: string, AND, OR, and NOT. We then went to Google and performed a simple search for "black Jesus." I asked them to look at the hit count at the right of the screen. They were amazed at the number of hits (black or Jesus receive 32 billion hits). We then took the same search and narrowed it down from an OR statement to a search string. With each successive query we watched the number of hits decrease. We then changed the type of search from **Web** to **Scholar** and found an article by James Cone. We again changed the search to **Book** and found one of his books.

The assignment for the class included the research for a paper in another class. The class was to share each step of the research and writing process. Using the thesis statement of one of the class members, we analyzed the statement and helped hone and refine it. In the afternoon, the class took a field trip to the 42nd Street Research Library. I provided a general tour of the library and demonstrated the use of databases that were specific to the research library, like Dissertation Abstracts. One of the students got his library card. I am always surprised at how few New Yorkers have ever visited the NYPL Research Library. It is becoming more and more apparent to me that unless I lead students to the library, they may never take a few minutes to get their cards. No matter

how much information can be provided to students, nothing is more effective than the simple hospitality of bringing people into a library space. One of the disappointments of the session was that the class member who most feared passing the lions at the entrance of the NYPL research library was not able to attend.

<div align="center">TTU103 Session Three—Saturday, October 31, 2009</div>

The class wanted to see more searches in ATLA according to their specific topics. We performed several advanced searches according the topics that students had chosen for class. Using the Guide, I showed two topics: Google Books and the US government census data. One student commented that had he known about this source, it would have helped him greatly in his Community Analysis course. Another said that every DMin student should know how to use this resource in order to analyze their sites. Still another said that this would be a help to any minister in better understanding the demographics of the congregation. We discussed the Guide, and a student showed that he had it bound at Kinko's and called it "pure gold."[136]

<div align="center">TTU103 Session Four—Saturday, November 7, 2009</div>

The session began after silence with three class members in attendance. After looking at the status of student papers, we went on a field trip to the Schomburg library, where Nurah Rosalie-Jeter, the Manuscript librarian, talked about primary material and what services were available at the center. She explained the importance of the 135th Street Library during the Harlem Renaissance, where it served as the cultural heart of the Harlem community, and where many important plays by African-American playwrights

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[136] Because of this, I am working with the Dean to have the Guide printed for purchase by students.

and actors were first performed. She explained finding aids and showed an for a

collection. She advised that we visit the memorial to Langston Hughes on the first floor,

where his ashes are buried in the center of a room that once served as a theatre space.

Representations of the four rivers of his poem "The Negro Speaks of Rivers"[137] (Congo,

Nile, Euphrates, and Mississippi), run into the center where the ashes are buried. It

seemed fitting that a young African-American student should lead us from this space to

an exhibition of the history of segregation and *Brown v Board of Education* which she

wanted to share with me and the class. It was as if she were trying to tell me that the

negotiation was not over, that the discovery of the ritual of libraries had empowered her

to negotiate for herself, in her own way, by her own river.

Evaluation of Goal 4: The results of the survey and interviews with students

A student of TTU1031 told me that a "whole new world has opened to me. I have

always been afraid of the computer and it makes it so much easier for me." Having begun

my career with the African-American woman who told me that this was the first time that

she had ever been to a library and to end this class with a young African-American

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[137] The poem originally appeared in the poetry journal, *The Crisis: A Record of the Darker Races* and was republished in Franklyn Pierre Davis, ed. *Anthology of Newspaper Verse for 1921* (Enid, Oklahoma: Frank P. Davis Publishers, 1922). The entire poem is as follows:

I've known rivers:
I've known rivers ancient as the world and older than the
    flow of human blood in human veins.
My soul has grown deep like the rivers.
I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
    went down to New Orleans, and I've seen its muddy
    bosom turn all golden in the sunset.
I've known rivers:
Ancient, dusky rivers.
My soul has grown deep like the river.

women who saw a new world open to her, I truly felt that I had completed a cycle at NYTS.

All students thought that the course and the Guide were valuable. A constant theme was that "research doesn't have to be as intimidating as it seems to be." As one student said in her own words, and in a cadence that makes her presence almost palpable, "When I join this class I have nothing, especially how to search the book and other articles from Online and I did not know how to make the bibliography. But now I learned everything which I mention above." All students found the Guide useful and indicated that they will continue using it in future research. One student referred to it as a "dictionary for research."[138] Questions about the change in comfort level using resources was very positive. In all cases students felt either "more comfortable" or "definitely more comfortable" in all of the research categories. One student commented on even being "more comfortable in navigating Moodle."

Most students found the mapping exercise helpful, although it was also considered "very time consuming." The importance of visiting other libraries had more impact on students than I had expected, as I came to realize that few students, even residents of New York City, were aware of the range of resources that were available to them. One student commented on the range of resources as being "awesome, mind boggling, and inspiring," and another commented on the fact that " this is the time in my History of NYTS that I have been taken to these places especially the Schomburg, that is such an essential part of African-American history". When asked what to change about the seminars, most students agreed that the length of class time was excessive and the day

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[138] The next edition will contain a dictionary of research terms.

to meet (Saturday) was inconvenient. This will be an important consideration in all future classes. Students agreed that this course should be taught regularly and that the Guide should be made available to all students. When asked for additional comments, one of the students referred to the course in Platonic terms, saying, "I feel like I have come out of the 'cave' into the marvelous light of ENLIGHTENMENT."

CHAPTER 6:

REFLECTIONS—CLOSING THE LOOP

The last day of class included a trip to the Schomburg. One of the students, who

had worked especially hard on the mapping project, had visited the site the week before

and wanted us all to attend a traveling show that was on display there, marking the 50th

anniversary of *Brown v. Board of Education*. The student was especially taken with the

final display case which contained a pair of black and white baby dolls, like those used in

the seminal 1940's Clark study that showed that African-American children had a

tendency to favor playing with white dolls over black dolls. When he gave evidence in

the Brown case, Clark affirmed that "human beings who have been subjected to an

obviously inferior status in the society in which they live have been definitely harmed in

the development of their personalities"[139] and the study was cited in the final ruling.

There is no doubt that many of the legal hurdles placed before people of color in

this country have been lowered, but my experience with training students in information

literacy has taught me that we continue to construct obstacles to full access. One of the

most effective ways to insure control of space is to not provide information on how to

navigate it. Student complaints about the lack of information on how to use library

services may seem unimportant to people who are accustomed to navigating the system,

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[139] Peter H. Irons, *Jim Crow's Children: the Broken Promise of the Brown Decision* (New York: Penguin Books, 2004), 69.

but they can become the reasons why students do not take full advantage of libraries or other information systems.

I became aware of my calling to information literacy training when an African-American women taught me that Jim Crow is still alive, disguised as a resting lion, and all she asked was that I show the common decency to open previously closed doors. It is ironic that my project ended with a young African-American woman who eagerly showed me a part of the library that she had found by herself, an exhibition about the continual struggle for access in our country. It has taken me years of teaching to understand what obstacles I, myself, place before the doors. For years I have been teaching from handouts that are constantly revised, without ever producing a standard set of documentation. I have controlled basic information that would have helped students open their own doors, and design and negotiate their own information networks.

There are lions with sleepy eyes at the doors of every institution, and they remain ready to pounce at any time. They are the lions of ignorance, improper training, and limited access to information. They are strong only because people have a weak understanding of how to navigate space or do not understand that they are the proprietors of the space that is maintained. In the Guide that I have produced as part of the project, I have attempted to tame the lions a little, and in so doing I have become more knowledgeable, not at how to provide resources, but how to facilitate the negotiation and navigation of resources and the transformation of the "silent majority" of information consumers into producers of creatively negotiated information spaces.

What have I learned?

Perhaps the most important thing that I have learned is that I can design and execute a project of this scope. I recently walked downtown, admiring the new office

towers that were under construction, and wondered how it was possible for any person to execute such a project, from the shape and construction of the smallest bolt to the design of the entire building. What I realized for the first time was that such an endeavor is not possible for an individual, but only with the organized effort of hundreds if not thousands of people with specific skills. Although the creation of a research manual can hardly be compared with the construction a skyscraper, I have learned that even a project of this size cannot be done alone, that without technical help, joint training, the input of students and faculty, the trust of the seminary, and the spiritual and emotional support of friends, this page would never have been written.

I have also learned to trust the input of students and other members of the community who need access to information. Since I have come to the seminary, they have asked for good information about available resources and I have provided it in a rather haphazard manner. The result has been that students who contact me and understand my seminars will probably prosper; those who do not understand or have not been provided with sufficient information will probably be reticent to ask. Although I know of stories where students had been excluded in the past, I had no idea of the extent of that exclusion. The majority of students that I encounter have never owned a public library card nor do they feel comfortable using an institution created for them. I also learned that this exclusion was not limited to race or economic status. A wide range of people are excluded who were unaware of the resources that were available to them.

Although I had heard from professors that students were plagiarizing information regularly in their papers, I did not expect that the majority of students had no idea what constituted information nor did they understand the difference between a direct or

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indirect quotation. I learned that it was essential to make the technical aspect of the citation system as simple as possible and provided examples of all forms of citation in the manual. Only after students no longer feared the structure of the footnote, did they grasp why they were citing in the first place. In the past, I had emphasized learning how to properly construct footnotes; I now realize that emphasis must be placed on why and when to cite rather than simply on how to cite.

I learned that by hoarding knowledge about how to use information, I was overworking myself and not really functioning as a portal. The process of research must be a process of empowerment, and although it makes me feel good to be the person "who knows it all," I can be more effective in being the person who helps others help themselves and others. In a sense, I am successful when I am no longer necessary, when I am able to empower others with the skills and the sheer delight of research.

Finally, I learned that my faith tradition is valuable to students and essential for me. I began and ended each session with silence, and was surprised at how readily students took to it, easily maintaining silence for minutes. I have often felt like a fish out of water at NYTS, and am embarrassed to call for silence instead of providing prayer. Rather than feeling that I am sharing a tradition, I fear that I am pushing my own on others. On the contrary, I found that students relish the silence, and as one of them said to me, "I get so little silence during the day that I look forward to it."

Yesterday, one of my students told me that since I was busy, she instructed another student about how to search on the ATLA database through the New York Public Library. She said that she gave the other student a copy of the Guide and described how

to use it. She was correctly proud of her new skill and I knew that I could trust the information that she had shared.

Where do we go from here?

Information must be current and regularly updated if it is to be useful. The Guide will, therefore, be updated, on an annual basis. In addition, Library Services has outlined the following new initiatives in the coming year:

- **Translation of the manual into Korean and Spanish:** The Korean translation is being completed by the Library Services Work-Study student. The Spanish translation will be a part of a guided research class that I will give for credit for a Spanish-speaking student next semester. In addition, the student will be organizing resources in Spanish and becoming familiar with the Guide in order to be a resource for other Spanish-speaking students.

- **Providing training in Korean and Spanish:** Since the training in Spanish and Korean was successful this year, Library Services has decided to make literacy training in Koran and Spanish regularly available to Korean and Spanish MDiv and DMin students.

- **Porting of the manual to the NYTS home page or Moodle:** I will continue to work with Rafael Reyes in order to port the Guide onto the Internet.

- **Publication of the manual**: Experience has shown that many students do not make use of our website, so a paper version of the manual is still necessary. I am presently in discussion with the Dean about publishing the Guide and using it as the required text in basic research courses, both in the MDiv and DMin programs.

- **Provide regular training seminars in specific areas**: One of the responses to training so far has been that too much information is provided in too short a time. One way to address this is to make training sessions more directed and specific to specific skill sets. In addition, a one-semester class in information literacy will be offered in Fall 2010-2011.

- **Identify who can aid in the training of others**: According to the survey, students use one another as resources in doing research. Students with advanced training could become powerful resources in the community. In addition, I will be further training one of the participants in the summer seminar to be a TA in introduction to information literacy classes.

All of these proposals can be accomplished, but only if they are negotiated into existence. That means that they must emerge from the resources within this community. If the community owns information, then the community must share in the process of its creation and dissemination. There will always be lions keeping us from freely opening doors; but they can be subverted and negotiated with proper training. We can tame lions, but only if we, ourselves, are trained and only if we understand how lions act. It is my hope that this small project might be the first step to the training of a community of skilled lion handlers.

CONCLUSION

Many years ago when I had a computer consulting business, I wrote an essay in a newsletter I sent my few clients entitled "Creativity and Limitation." Computer programs are histories of calls into and out of limited memory locations; they are maps of negotiated spaces that work beside other maps, opening, releasing, sharing memory space. Sometimes memory locations are filled, or the computer does not have sufficient memory to hold the calls from programs. In that case, it creates a virtual space on the hard drive that allows it to extend its physical limitations. It is this action, in this negotiated space, where creativity begins.

In the same way, the negotiated library begins, not where sufficient resources are owned, but at the point of seeming insufficiency, where resources are recognized as necessary but are neither owned nor immediately available. It is in this creative space where it is possible to develop new paradigms of information access. The negotiated library is built on very basic principles, some of which are:

- **Distributed and Decentralized**:[140] It rejects the possibility or the need for the universal library. *Instead it assumes insufficiency and lack of owned resources as the basis for creative negotiation.*

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[140] The negotiated library is a creative reorganization of product and service distribution, an alternative to a single, centralized information source. In the history of technology, the promise of democratic access to information has continually been undermined and centralized. Cable networks, the "democratic information sources" of the 70's, are now controlled by a few creators and distributors of television programs. The convenience of a "one-stop shopping" center for communications or religion is achieved only with the acceptance of centralized and non-inclusive providers of information.

- **Inclusive**:[141] Not to be confused with a virtual or on-line library, it is inclusive of all information forms and sources. The question is not whether a brick or click library is preferable, but whether or not users can successfully negotiate both places into creative spaces. *Although questions of financial resources and accreditation always inform information access, they are not excuses for the maintenance of ineffective forms of knowledge creation.* The tendency to see the online library as an easy way to save money or the need for a substantial physical library as a requirement for accreditation both overlook the need to create flexible information spaces that meet the many needs of users and institutions.

- **Culturally Diverse**: The range of resources that compose the negotiated libraries are responses to the context of communities, including language, religious expression, and community needs. *Including users as full members into the negotiated space is accomplished only if we are willing to listen to and respond to specific needs.* In addition, users who are trained in mapping resources can become partners, providing information about resources in other languages.

- **Participatory**: *Information literacy is a right rather than a privilege, and full social participation is not possible without it.* A negotiated library is not a collection of resources, but a series of information spaces that are negotiated by trained users armed with documentation and navigation skills.

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[141] The creation of a negotiated library is an act of subversion and the Guide must be regarded as a manual for the subversive "rewiring" of library networks, to create negotiated spaces that serve specific needs and interests. The term "rewiring" refers not only to a new way of thinking about resources, but also to the inelegant way that negotiated networks are created: a patchwork of bits and pieces of communications hubs and services, links and libraries.

- **Empowering**: Negotiations are ongoing and involve increasing levels of empowerment. *Patrons, users, and clients receive the training necessary to successfully negotiate information spaces, and to map new spaces in their communities, developing relationships with information providers and negotiating access to necessary resources.*

In order to achieve these things, one must become aware of:

- **Flexibility**: In order to negotiate the development of an information system it is essential to understand not only how and what resources are currently used, but also to develop awareness of how they are used. Surveys must include not only the number of books checked out or the number of Internet hits, but also how information resources are actually used. If students spend an hour a week at the library in order to regularly check their email, they have negotiated a use of the resource that suits their needs, even if it is not consistent with the reason why computer terminals were installed in the first place.[142]

- **Reflective of community needs and expectations**: Communities have a range of needs and expectations. Faculty members need access to research libraries, while students may need only the books that they purchase.

- **Aware of Available resources**: Resources may range from a link to a document to a full research library. Resources are worthless, however, unless access is

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[142] Negotiated spaces are subversive spaces and are therefore "improper." Rather than a "place for everything and everything in its place," negotiated spaces are dynamic and creative transformations of place. Information providers are constantly presenting free trials with the hope that the customer will either like and buy their product or forget about it and automatically be charged for it. Last week, I received a request for an article which I could not get. I enrolled for a 7-day trial of the database that contained it, downloaded the article and canceled the subscription.

accompanied with proper training and documentation, the necessary tools for empowerment.

In its "Guidelines for Evaluating Library Information Resources," ATS has taken on information literacy as defined by the American Library Association[143] as a "useful perspective from which to assess institutional efforts to implement the best practice model articulated in Standard 5."[144] As ATS clearly does not stipulate the form that a library must take or designate its "desired outcomes," a seminary has considerable freedom to negotiate a "library" that is consistent with its own mission and goals. The definition of "information resources" seems equally open to negotiation, and contains not only the most recognizable forms of information management (libraries), but also electronic sources, such as the Internet, less tangible forms such as "knowledge, expertise, and technical skills of faculty, students, and staff."[145]

A negotiated library is by definition dynamic, with the emphasis on process over product. Opposed to the definition of the library as a central place dedicated to acquisitions and preservation, the negotiated library is a set of loosely defined and decentralized relationships between varieties of "information nodes," that may range from libraries to electronic databases. Because the negotiated library is never owned by an institution, it depends on formal and informal relations, and the maintenance of those

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[143] The definition is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." American Library Association, *President's Committee on Information Literacy: Final Report,* http://www.ftrf.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm (accessed December 10, 2009).

[144] Association of Theological Accreditation, *Handbook of Accreditation*, Section Nine: Guidelines for Evaluating Libraries and Information Resources, http://www.ats.edu/Accrediting/Documents/Handbook/HandbookSection9.pdf (accessed December 10, 2010), 1.

[145] Ibid., 2.

relationships. Although the driving force behind the negotiated library is technology, technology is of little value without trained and motivated "patrons" who obtain the tools necessary for ongoing negotiations and navigations.

Following the ATS library guidelines,[146] the negotiated library

- **is collaborative**: Training is designed with students and faculty; physical links are established by information technology; faculty provides guidance.

- **encourages collaboration**: Faculty, students, librarians, and information technology specialists are information nodes, and can exist at multiple locations.

- **is incorporated into curriculum**: All faculty members are required to place their syllabi and reserve readings on Moodle, and are trained in the use of the Online Learning system. Format requirements and citation examples from the Guide are include in syllabi. Student orientation includes a three-hour information literacy course that provides an overview of the broad range of resources available, and provides specific documentation for their navigation.

- **allows students to continue to have access to learning and information**: Students who are trained in information literacy, learn to rely on their ability and that of friends, and are no longer dependent upon any single group of professionals.

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[146] Ibid.

An essential part of information literacy is the ability to discern the quality of information, whether from books, television, radio, or the Internet. More than the ability to access information is the ability to discern its quality, veracity and appropriateness. The means of accessing and distributing information must be consistent with the mission of the seminary and reflect its theological relationship to the community, city and world. A negotiated library is composed of distributed nodes of any size and combination, including branch and research libraries, educational institutions, historical societies, town halls, hospitals, and electronic communications, reflecting the landscape of the globalized city, reshaping rather than duplicating resources. The goal of the seminary is to develop ministers for the city and the world. That goal depends upon the realization that students who graduate without gaining information literacy cannot be truly effective ministers, as part of ministry will always require access to a broad range of resources and types of information.

One paradigm for a negotiated library is described in the Guide, a blueprint for the negotiated library at New York Theological Seminary.[147] In 2007, NYTS was unable to negotiate library usage at Union Theological Seminary at a rate that was in line with student usage and services. Without a library of its own, NYTS was forced to negotiate a new library network that would provide necessary resources at a rate that would not bankrupt an already financially delicate seminary. Although several alternatives presented themselves, none provided the full range of resources that were needed. The NYPL had an insufficient collection of theological literature, and online books were still in their infancy (especially with regard to works on theology). The only solution seemed

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[147] This is not altogether accurate. The Guide in its present form in only one combination of possible library spaces. Adding or removing appendices renegotiates another space.

to be in negotiating a range of resources from several places, which fulfilled current faculty and student needs and which was economically feasible. The negotiated library that resulted consisted of:

- **Access to a theological research library:** Full checkout rights for all libraries in the Columbia Library system except for Law and Education libraries for a fraction of the rate paid to General Theological Seminary in 1984.[148]

- **Access to online databases:** Access to databases from home, especially ATLA through the New York Public Library.[149] Students and people working in the New York area are automatically entitled to NYPL cards, and all NYTS students are required to have one.[150] Extensive and ever-expanding links to free online databases, especially to those that cover theological, biblical, and social journals are maintained on the NYTS website. In addition, the site maintains a large number of Korean resources both in the United States and Korea.[151]

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[148] NYTS currently pays $82K for public access to the Columbia libraries, including The Burke. The decrease in price reflects the more limited services that are provided. NYTS has negotiated only checkout privileges for all students, faculty and staff.

[149] Ten important databases with online documents in NYTS' EBSCOhost are ERIC; Psychology and Behavioral Sciences Collection; Religion and Philosophy Collection; Newspaper Source; MEDLINE; Communication & Mass Media Complete; GLBT Life with Full Text; Environmental Issues & Policy Index; ATLA Religion Database with ATLASerials; Social Sciences Abstracts; Historical Abstracts. (See Guide, 12). These databases cover a broad range of social and spiritual disciplines that are especially important to DMin research. I include the unique GLBT database in order to push students a little. Even if they find this database contrary to their beliefs, they need to know that resources outside of their community are available to them as scholars and religious leaders.

[150] The first two chapters of the Guide, which respectively describe the Columbia and New York Public library systems begin with clear documentation on the process of acquiring access.

[151] Offering access to foreign language resources is of extreme importance to the seminary, for without them, we cannot truly provide inclusive education. The difficulty in negotiating foreign language sites reflects the limitations of the skills of Library Resources. At this time, the Guide is being translated into Korean and Spanish and information literacy classes in Spanish and Korean were offered to first year students for the first time this year.

- **Access to reserve material:** All reserve materials for classes are placed on the NYTS online system, which was originally Blackboard and which is presently Moodle. Even computer networking infrastructure is no longer necessarily owned by the institution. Moodle is a free open-source system that is maintained on an external server for a small fee per month. Although NYTS has its own document and email server, its webpage and online learning systems are maintained by a service provider for a very nominal fee. By giving up total control of the infrastructure and negotiating usage on a server with other individuals and organizations, the seminary has access to hitherto unimagined technologies. Questions of maintaining and updating technology cease to be an issue as off-site hosting companies regularly update their hardware and software in order to remain competitive.

- **Access to ILL**: The service is provided through the New York Public Library and outlined in the Guide.

- **Archives:** Since 2005, Columbia University has maintained the NYTS institutional archives that it receives on an annual basis. In addition, the W.W. White and Biblical Seminary archives were moved from Asbury Seminary in Kentucky to the Burke Library where they are now immediately accessible by the seminary and the greater academic community.

- **Binding and Cataloging of Doctor of Ministry Projects:** Beginning in 2010, a bound copy of DMin Projects will no longer be maintained or stored by the seminary, but a PDF of each project will be placed on the hosting server and will be accessible online.

- **Student Access to Computers:** In 2008, the lease agreement with Riverside Church for a dedicated space for NYTS computers expired. In the summer of the same year, NYTS negotiated with the Language Institute at Riverside Church for shared access to their computer space. By adding the 10 computers from the NYTS space, we created a computer training space for 25 users. Computers are not linked to a host server so that we can replicate student home computer environments in our training sessions.

- **Language specific training**: Library Services provides information literacy classes in Spanish and Korean, and the documentation is in process for both.

- **Ongoing training in information literacy:** Literacy training ranges from information about access to the final creation of knowledge product. Training is in four areas: access to and navigation of information resources; analysis and discernment of information; appropriate inclusion of information in writing; and the negotiation of community resources. All of these areas are included in the information literacy training that is based upon the Guide.

The NYTS negotiated library has proved to be successful to students and faculty, but only because training continues to be provided. The myth of the importance of the size or comprehensiveness of a library belies the fact that patrons are seldom provided with the training and empowerment that is necessary to make use of what is offered. It matters little whether or not you have access to an unlimited collection of books and journals if you do not have the computer and research skills necessary to navigate them.

In the past three years, I have attempted to put into place a paradigm of negotiated library services that empowers students and faculty. In order to accomplish that I have:

- surveyed students to determine their level of comfort with research and their research needs (Appendices 3 and 4).

- developed comprehensive documentation based upon the response to surveys, faculty suggestions, and the input of students who have attended literacy training classes (Appendix 6).

- created a research class that is based upon the negotiation of information resources through an awareness of local resources, including libraries, government agencies, historical societies, and a host of other locally available resources. In almost all cases, students have been amazed at the information that is available to them and the empowerment that comes from networking with information providers (See Chapter 5: Goal 4).

- included the entire process of making knowledge as part of library services, from training in basic research procedures, the nuts and bolts of doing searches in a variety of catalogues and databases, through the development of research strategies, the creation of thesis statements, and finally to the incorporation of information into a final product that displays an understanding of the power and responsibility of using sources.[152]

All seminaries share the problems of increased information costs, a limited donor base, and the need to ensure that students are not overburdened with debt. For many of us, that means a constant reappraisal of the costs of libraries and other information

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[152] As the Guide details the creation of knowledge as responsible process (the acquisition of information; the discernment of information; and the incorporation of information into new knowledge), it includes a section on plagiarism. Rather than emphasize the penalties for improper citations (including expulsion), I seek to provide an understanding of citing that is consistent with what I would call an honest negotiation of information. As opposed to the emphasis on citations as a way of protecting the rights of ownership, the Guide emphasizes the spiritual nature of citations as the mapping of a shared and negotiated sacred space. See *Guide*, "Citing Your Work," 36ff.

resources. Libraries are one of the major expenses of a seminary and during hard times are the first places that are cut. That is not a criticism; as I believe that libraries, like all resources, must be constantly reevaluated in line with the mission and the resources of the institution. Seminaries are not primarily research institutions, but are specifically designed for the formation of ministers. The primary reason for providing access to information at seminaries must, therefore, be for the development of ministerial resources that are available as student/scholars continue as minister/scholars.

Research begins with need and desire, the need to answer a question or analyze a problem, and the desire to create new knowledge. Research is a series of negotiations that includes the negotiation of resources. The development of research skills, then, must include training in how to negotiate resources and acquire rights, an understanding of the way that resources are organized, and an ability to navigate information space. For most seminary libraries, the tendency is to emphasize the building of resources, especially paper collections, while de-emphasizing training and information literacy.

Residential seminaries, tied to specific denominations have, historically, provided the necessary resources for a closed community that trained ministers in specific dogmatic and liturgical knowledge. For such an institution a single library with specific resources made sense. For most seminaries in the 21st century, however, that paradigm is no longer sustainable. Students no longer reside on campus, nor is their primary identity necessarily one of student. For seminaries, like NYTS, students are diverse—race, culture, age, denomination, sexual orientation, manner of worship—mirroring a 21st century globalized and urban environment. Primary modes of information access have moved from paper (including newspapers and books) to electronic media such as the

Internet. As much as we, as professors, insist that the Internet should not be the primary source of information for papers, it will continue to be the most important resource in the lives and ministries of students.

The question should not be about the mode of information, but about the ability to discern the suitability and quality of that information. Since the primary source for information will increasingly be electronic, the librarian or information specialist will play a smaller and smaller role in immediate advisement. Emphasis must, therefore, move from the place of information to the negotiation of information space. Training in negotiation of information space is the most important task for modern information providers. Information professionals must become trained in new forms of information; students must be trained in negotiation skills that will allow them, unaided, to navigate information space.

The distributed library is not an institution or place, but a series of negotiated spaces; the negotiated library is the development of relationships between people who happen to work for institutions. Like the ability to read and write, information literacy is the key that opens doors to inclusion in larger social and sacred spaces. A seminary student without the keys to the negotiation of information space and the creation of distributed libraries is crippled and not truly formed for the ministry.

Access to information space is only the beginning, and is meaningless unless the quality of information can be discerned, and can be properly translated into new knowledge that has value to the community. Information literacy training is only effective if it includes the entire process of negotiating access, navigating information, discerning information, and including it in new knowledge. Information literacy, then,

includes the use of and access to technology, the ability to utilize software, the discernment of information, and the citing of information that is included in new product. Although these functions have traditionally been divided between departments with a general expectation that students come to graduate school with already developed research skills, the paradigm is no longer valid. Some students, and especially older ones, may have minimal computer skills; others may have never used electronic catalogs or databases, and still others may not know how to cite information or understand how or when they have plagiarized.

There are many models for information literacy training, but they all require a coordination of administration, faculty and information services, and an understanding that these skills are essential for the development of ministers for the 21st century. When Jesus commissioned the disciples in Mark, he removed their access to possessions so that they became mendicants. He gave them the authority to change the states of those who were limited to or defined by their afflictions and to activate a space in which they could move. He replaced the paradigmatic stand, move, and follow, with "go" and" help to stand and move." As his ministry was the activation of potential space, so the disciples would continue to move, to activate, to transform static place into active space, the space in which life can be performed. If I have served at all well, I hope that this project has opened a tiny space, a little "root-room" [153] where the Holy Spirit can breathe round.

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[153] Gerard Manly Hopkins, "My own heart let me more have pity on," *Poems of Gerard Manley Hopkins,* ed. Robert Bridges (London: Humphrey Milford, 1918). During my seminary years, I used to recite Hopkins's sonnets over and over as prayers. I could understand my call to the Seminary no better than Hopkins could his call to Ireland. Like miracles, poetry transforms paralyzed place into space, becomes breath itself when there does not seem space to breathe.

CODA:

APRÈS VOUS

Our negotiated time has come to an end; our thoughts already move outside the margins. I relinquish my space with a single bow, a flourish, an *après vous*. As we have created a space too intimate to risk the gaze of others, I advise that you burn this book.[154]

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[154] This, of course, is a fiction, a literary conceit. There is no book to burn—only a digital copy of a copy, a set of silent system calls, a negotiation of memory space. There is no library—only a metaphor for the arrangement of information nodes, nods to propriety, subversions through negotiation. This work was born from and within a specific historical space negotiated through written text for an almost digital age; it is the hyphen in electronic-text, between the hope for the future and the longing for the past, the place where incunabula is always made: chiseled-text; written-text; printed-text; electronic-text. This writer has neither the skill nor the courage to go beyond it.

APPENDICES

Appendix 1: Flyers

Mapping Negotiated Spaces: Identification of Local Information Resources

Saturdays: July 11, 18 and 25 from 10:00am to 1:00pm.

Riverside Church

Instructor: Jerry Reisig
Cost: None
Credit: None
Class size: Limited to 15
Requirement: Ability to attend all three seminars

Most of us are unaware of the host of information resources, from standard libraries to the Internet, that are available to us locally, and we often do not have the technical knowledge to navigate those resources.

In three seminars, we will:

- **Identify and map standard and non-standard information resources;**
- **Develop the skills necessary to retrieve information via online databases;**
- **Use information as evidence with the Power of the Footnote.**

All seminar materials will be provided.

For more information, contact:
Jerry Reisig
(212) 870-1213
jreisig@nyts.edu.

These seminars are part of a Doctor of Ministry Project being conducted by Jerry Reisig, entitled "Negotiated Spaces: A Paradigm for Decentralized Library Services."

TTU1031: Introduction to Library Resources and Research

Saturdays: September 19; October 10, 31; November 7
11:00am to 4:00pm.
Riverside Church 312

Instructor: Jerry Reisig

(212) 870-1213
jreisig@nyts.edu.

Appendix 2: Syllabi

New York Theological Seminary
TTU 100 Introduction to Theological Education

Fall 2009-2010

Tues - Wed, Sept 7-8: 6:10pm - 9:00pm   Professors
Riverside Church Rm. 430   Jerry Reisig et al.
                                             e-mail: jreisig@nyts.edu
Sat, Sept 26: 10:00am-4:00pm
Riverside Church Rm. 312 and Burke Library   Office:
                                             475 Riverside Drive, 5thFl
Fall and Spring Retreats   NYTS Switchboard: (212) 870
Stony Point, New York   1211

Course Description

This course presents an overview of the role and significance of seminary life and education in the formation of ministerial identity. Practical issues of workload, finance, time management, and curricular structure will be examined as an orientation to the New York Theological Seminary experience.   In addition, students will gain a greater understanding of the NYTS community and the resources available to students, such as the library system and "Moodle," the new distance learning system.

Course Goals

At the end of the course, students will:

- possess a greater understanding of the purpose of theological education and the faculty and staff with whom they will be working;
- have a working knowledge of the library;
- have a working knowledge of Moodle, the NYTS on-line learning system;
- have successfully completed an evaluated writing exam;
- have attended two Student retreats.

Course Requirements

1. In addition to the scheduled class time, each student is required to attend the Fall 2009 and the Spring 2010 M.Div./M.P.S. overnight Retreats at Stony Point Center. Information about the retreat will be available during the fall registration period. Absence from the retreats requires prior permission from the Dean.

2. Each student is required to complete a short writing assignment in class on Wednesday, September 9th, for evaluation and assessment by Dr. Esther

Owens. The results of the evaluation may require that the student take additional course work or "remediation" in order to continue in the M.Div. program.

3. Each student is required to complete a Library and Moodle Training class. Two classes in English will be offered on September 26. An additional Korean class will be offered on Friday, September 25 for students with laptops with wireless connection. Students will hand in a "library assignment" to the Director of Library Services, Jerry Reisig by Friday, October 23rd. The assignment (like all NYTS work) must be completed

   - on a typewriter, a personal computer, a word processor
   - in either blue or blank ink
   - double-spaced and on one side only; and on 8.5" x 11" or A4 size white paper
   - with equal margins of 1"
   - The writing style must follow the prescribed guidelines specified in the latest edition of Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations,* or the 15th edition of the *Chicago Manual of Style*.

4. Each student must complete, on-line, a tutorial to orient him/herself to Moodle, the NYTS on-line learning system. The assignment is to be completed entirely on line and will be certified by the NYTS Administrator of On-Line Learning Systems, Rafael Reyes III. The assignment can be found by logging into Moodle.

Fall Retreat

The Fall Retreat will be held on Friday and Saturday, September 11-12 at Stony Point Center. Student must register by 9pm. The retreat ends at 4:00pm on Saturday.

Spring Retreat

The Spring Retreat will be held on Friday and Saturday, February 5 - 6.

Course Outline and Schedule

Tuesday, September 8	Academic Issues
6:10pm – 6:30pm	Opening Prayer/Meditation – Rev. Dr. Eui Man Kim
6:30pm – 7:00pm	"What is Theological Education?" – President Dale Irvin
7:00pm – 7:30pm	Introduction of Faculty – Dean Eleanor Moody-Shepherd
7:30pm – 8:00pm	Academic Advisement – Dean Eleanor Moody-Shepherd
8:00pm – 8:10pm	Break
8:10pm – 8:25pm	Introduction to the Neighborhood – Lillian Torres
8:25pm – 8:40pm	Introduction to Moodle – Rafael Reyes
8:40pm – 8:55pm	Introduction to the Library – Jerry Reisig
8:55pm – 9:00pm	Closing Prayer
Wednesday, September 9	**Financial Issues**
6:10pm – 6:30pm	Student-led Worship/Meditation – Daryl Bloodshaw
6:30pm – 6:45pm	Financial Aid – Tamisia White
6:45pm – 7:00pm	Student Association & Student Handbook – Daryl Bloodshaw
7:00pm – 7:15pm	Registration – Lydia Bumgardner
7:15pm – 7:30pm	Business Office – Christina Sparrock
7:30pm – 7:45pm	Break
7:45pm – 9:00pm	Writing and Theological Education: Professor Owens

Library and Moodle Training

Saturday, September 26	Library and Moodle Training
Group 1	9:00am – 1:00pm
9:00am – 11:00pm	Library Research and Formatting of papers – Jerry Reisig
11:00am – 12:00pm Group will split in half	Moodle Training – Rafael Reyes Library Tour – Jerry Reisig
12:00pm – 01:00pm Group will split in half	Moodle Training – Rafael Reyes Library Tour – Jerry Reisig
Group 2	1:00pm – 5:00pm
1:00pm – 3:00pm	Library Research and Formatting of papers – Jerry Reisig
3:00pm – 4:00pm Group will split in half	Moodle Training – Rafael Reyes Library Tour – Jerry Reisig
4:00pm – 5:00pm Group will split in half	Moodle Training – Rafael Reyes Library Tour – Jerry Reisig

Library and Moodle Training with Korean Translation

Friday, September 25	Korean Library and Moodle Training
9:00am – 10:30m	Group 1 – Moodle Training1 – Rafael Reyes and Hye Jung (Grace) Kim
9:00am – 10:30m	Group 2 – Library Research and Formatting of papers – Jerry Reisig and Michelle Lim
10:30am 12:00pm	Group 2 – Moodle Training1 – Rafael Reyes and Hye Jung (Grace) Kim
10:30am 12:00pm	Group 1 – Library Research and Formatting of papers – Jerry Reisig and Michelle Lim
12:00pm – 1:00pm	Library Tour – Jerry Reisig and Michelle Lim

TTU1031 Introduction to Library Resources and Research

Saturdays: September 19; October 10, 31; November 7
11:00pm -4:00pm; Location: Riverside 312

Instructor:	Jerry Reisig
Office	475 Riverside Avenue, Suite 500
Email:	jreisig@nyts.edu
Phone:	(212) 870-1213
Cell:	(917) 647-6022

Description

In keeping with the NYTS commitment to be a "seminary without walls," students need to develop information gathering skills that are consistent with a major metropolitan area, as well as skills in identifying and using local resources.

Purpose

To develop the ability to determine a logical research strategy based upon enhanced critical skills.

Learning Goals

During these four seminars students will:
1. Learn how to develop a research strategy which will be assessed through ongoing papers and exercises.
2. Utilize electronic resources to find information which will be assessed through exercises and the final bibliography;
3. Learn how to determine the quality of information both in paper and digital form which will be discerned through an exercise in evaluating resources;
4. Learn how to recognize information resources in your area which will be shown with the production of a map of local informational resources;
5. Learn how (mechanics) and when (appropriateness) to cite other information in your paper, including information in written and digital form which will be assessed through exercises and the ability to integrate information into a final paper.
6. Integrate learning information into a final paper either original or for another class.

Assignments and Evaluation

Research Mapping Project	15%
3 short papers	45%
Final Paper	25%
Attendance/Participation	15%

Basis of Grade

Mapping Project
Students will map their areas in order to determine what resources are available and how they can access them.

Papers (3-5 pages)
Three papers, each of which will emphasize a specific skill. The papers will be presented and discussed in class.
.
Final Paper
10 page paper that you are assigned in one of the Fall 2009 NYTS classes.

Attendance/Participation
As this is a group learning process, attendance is mandatory. If you know that you will have trouble getting to class on time, please let the instructor know in advance.

Moodle (http://online.nyts.edu)
Moodle is an internet distance learning system that serves as the source of reserve readings, communications, and course handouts at NYTS. All students will be provided a Moodle ID by the beginning of class.

> The default syntax of the Login is *first initial+lastname*.
> The default password is *welcome123* (case sensitive).

Any student unfamiliar with Moodle should contact the instructor at the beginning of class.

Required Texts available at Columbia Bookstore
Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, Third Edition (Chicago: University of Chicago Press, 2008). ISBN: 0226065669

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Seventh Edition (Chicago: University of Chicago Press, 2007). ISBN: 0226823377

All textbooks are available at the Columbia University Bookstore.

Supplied Texts

NYTS Library Resource Handbook

<div align="center">**Session One – September 19, 2009**</div>

Identifying Resources

Introduction to the Class
- NYTS Library Services Reference Guide

Project to Negotiate Spaces in Local Areas
- Outline for Mapping Local Resources
- Mapping Negotiated Spaces: Identification of Local Information Resources
- Local Information Fact Sheet

Columbia Library Resources
- Searching the Columbia University Library System Catalog (CLIO)

New York Public Library Resources
Internet Resources through NYTS
Other Internet Sources
- Introduction to the ATLA Database through the New York Public Library
Using the Internet
- Advanced Google Searching
  - Google Scholar
  - Google Books

Resource: The Craft of Research
Paper 1

<div align="center">**Session Two – October 10, 2009**</div>

Using Local Resources
Possible Trip to Schomburg Library – Primary Sources
Utilizing Primary Data – the U.S. Census
Discussion of the Mapping Project
Survey of Library Services
Secondary Sources – Journal Articles and Essays
Resource: NYTS Library Services Reference Guide
Paper 2

The Mechanics of Research

Understanding Boolean Search Logic
Reading the Bibliographic Record
Writing Up Your Research Results

The Proper Usage of Citations – Learning a New Language
- Citation as the Language of the Academic Community
- Use of Direct and Indirect Quotes
- Using the Citation as an Authority

The Mechanics of Citing
- The Turabian/Chicago School Citation System
- Citation Software

Footnote and Bibliography Forms
Avoiding the Pitfalls of Plagiarism

Resource: Kate Turabian
Paper 3

Session Four – November 7, 2009

Schedule to be determined

Appendix 3: Survey Forms

Survey Form #1: Library Survey

Library Survey for all students and faculty

1. Library Survey

Please take time to answer the following questions about the library. The survey should take no more than 20 minutes and will prove a great help in designing and developing library services for NYTS students and faculty.

1. How many semesters have you been enrolled as a student at NYTS?

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7

○ 8

○ 9

○ 10

○ more than 10

2. What is your degree program?

○ MDiv

○ MPS

○ DMin

○ Faculty

○ CP

Other (please specify)

[   ]

Library Survey for all students and faculty

3. Where do you currently get information for the papers you write in class? (Select as many as apply)

- [ ] Columbia/Burke Library System
- [ ] Other college/seminary/university libraries
- [ ] New York Public Library research facility
- [ ] New York Public Library branch lending library
- [ ] Other Public Libraries
- [ ] Purchase Books
- [ ] Use Library of friend, associate, or minister
- [ ] Internet

4. Rate your comfort level using libraries with 1 being the most comfortable and 5 being the least comfortable?

	1	2	3	4	5	N/A
In General	○	○	○	○	○	○
The Burke Library	○	○	○	○	○	○
Other Columbia Libraries	○	○	○	○	○	○
Other College/University/Seminary Libraries	○	○	○	○	○	○
Public Libraries	○	○	○	○	○	○

5. Please rank the following statements with 1 being Very True and 5 being Very False

	1	2	3	4	5
NYTS Library Services provides me with the research tools I need to be an effective student.	○	○	○	○	○
NYTS Library Services has prepared me to use library services outside of the seminary.	○	○	○	○	○

Library Survey for all students and faculty

6. Last Semester, how many hours per week did you spend using:

	0	1-2	3-5	6-10	Over 10
the Burke Library	○	○	○	○	○
other Columbia Libraries	○	○	○	○	○
other college/seminary libraries	○	○	○	○	○
the New York Public Library	○	○	○	○	○
other public libraries	○	○	○	○	○
the Internet	○	○	○	○	○

7. How many books did you check out of one of Columbia/Burke libraries last semester?

○ 0

○ 1-5

○ 6-10

○ 11-20

○ over 20

8. If you did not utilize the Columbia/Burke library system, please indicate the reason(s) (Select as many as apply)

☐ It is not convenient to get to

☐ It is not open when I need it

☐ It did not have the information that I needed

☐ I did not find the personnel to be helpful

☐ I did not have the training that I needed in order to utilize it

☐ None of my friends use it

☐ I do not feel comfortable using it

☐ I have resources that are more convenient to me

☐ I buy all of the books that I need

☐ I utilize Internet resources

Other (please specify)

Library Survey for all students and faculty

9. The most common source of information for my papers is

_____.

○ physical libraries (such as seminary and public libraries)

○ computer software programs or databases

○ Internet websites

○ Internet databases such as ATLA

○ books that I own

○ class lectures

10. What information services do you make use of that are located in your home/work area? (Select as many as apply)

☐ Local Public Library

☐ College/University/Seminary library other than the Burke/Columbia Library System

☐ Conversations with experts in my field

☐ Museums or historical societies?

☐ Personal Library

☐ Internet

☐ Shared Personal Library

Other (please specify)

[   ]

11. How would you rate your skills with the following?

	Expert	Good	Fair	Poor	None
Using CLIO, the on-line computer catalog	○	○	○	○	○
Finding books in the stacks	○	○	○	○	○
Finding journal articles in the stacks	○	○	○	○	○
Finding on-line journal articles	○	○	○	○	○
Checking out and returning books	○	○	○	○	○
Navigating the Internet	○	○	○	○	○

Library Survey for all students and faculty

12. What service(s) made you more comfortable with the library?

☐ The initial tour

☐ The computer/library training class

☐ The library personnel

☐ None

Other (please specify)

[text box]

13. What changes, if any, would have made you more comfortable using the library?

☐ Additional library research training

☐ Additional training within the first academic classes

☐ More responsive library personnel

☐ The elimination of the metal detector and a more open space

☐ More light in the stacks

☐ Regular seminars on resources offered by the library

☐ More online services available from home

☐ None

Other (please specify)

[text box]

Library Survey for all students and faculty

14. What online services do you presently use? (Select as many as apply)

☐ CLIO, the online library catalog

☐ Online catalogs of other educational institutions

☐ ATLA through the New York Public Library

☐ Advanced Internet searches

☐ Online journals available through the library section of the NYTS web site

☐ Journals available online at Columbia Libraries

☐ Databases available online from the New York Public Library

Other (please specify)

[   ]

15. What is one thing that has helped you find and evaluate information?

[   ]

16. What is one thing that has been an obstacle to your finding and evaluating information?

[   ]

17. Do you feel included or excluded from libraries?

	Very Included	Included	Neither included or excluded	Excluded	Very Excluded
Libraries in general	○	○	○	○	○
New York Public Library	○	○	○	○	○
Burke Library	○	○	○	○	○
Columbia Libraries other then the Burke	○	○	○	○	○
The Internet	○	○	○	○	○

18. If I could make one change to Library Services, it would be ...

[   ]

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Survey Form #2: Mapping Resources Exit Survey

1. Default Section

The information from the following exit survey will provide data for a DMin project, "Mapping Resources: A Paradigm for Decentralized Library Resources" as well as information that will help fine tune this course for the future.

In answering the questions, it would help if you gave specific examples. For example, in describing how the course did or did not benefit you, you might point to a specific thing that happened or was brought up in conversation.

1. What is your status?

◯ MDiv Student

◯ DMin Student

◯ NYTS Graduate

◯ NYTS Staff

Other (please specify)

[   ]

2. Which Sessions did you attend? (Select as many as you attended)

☐ 1st   ☐ 2nd   ☐ 3rd

3. What was the most important thing that you got out of this seminar?

[   ]

4. Did the exercise in mapping your community make you aware of any resources that you had not had access to before?

◯ Yes   ◯ No   ◯ Unsure   ◯ N/A

If so, in what way?

[   ]

5. Did you learn anything new about your community?

◯ Yes   ◯ No   ◯ Unsure   ◯ N/A

If so, what?

[   ]

6. Which of the following tools, if any, do you feel more empowered to use after this seminar? (Choose as many as apply)

- [ ] CLIO
- [ ] The New York Public Library
- [ ] Online Databases
- [ ] The Internet
- [ ] Resources in my community
- [ ] None of the Above

Other (please specify)

[   ]

7. Do you feel that you better understand how to cite material?

○ Yes   ○ No   ○ Unsure   ○ N/A

If so, in what way?

[   ]

8. Has this seminar changed your understanding of research?

○ Yes   ○ No   ○ Unsure   ○ N/A

If so, in what way?

[   ]

9. Was the Library Services Manual Helpful?

○ Yes   ○ No   ○ Unsure   ○ N/A

If so, in what way?

[   ]

10. Aside from editorial mistakes (spelling grammar, etc.), how would you improve the manual?

[   ]

11. How would you describe your experience of this seminar?

12. Would you recommend this seminar to a friend?

◯ Yes　　　　◯ No　　　　◯ Unsure　　　　◯ N/A

Why or why not?

Survey From #3: TTU 1031 – End of Seminar Questionnaire

1. TTU 1031 - End of Seminar Questionnaire

Please answer the following questions as fully and honestly as possible. Your answers may be used in a MDiv survey entitle "Negotiating Spaces: A Paradigm for Decentralized Library Systems." Your answers are confidential and your names will not be used. By taking this survey you agree to allow your answers to be included in the project.

* 1. What is your status at NYTS?

◯ MDiv Student

◯ DMin Student

◯ NYTS Staff

Other (please specify)

[   ]

* 2. What is the most important thing that you have taken away from this course?

[   ]

* 3. What (if anything) that you had expected did you not get from this course.

[   ]

* 4. Did you find the "Library Resource Manual" useful. Please explain why or why not.

[   ]

* 5. Will you continue using the "Library Resource Manual" in future research?

◯ Yes

◯ No

Other (please specify)

[   ]

* 6. How could the "Library Manual" be improved?

[   ]

* 7. Has this course changed your understanding of research? If so, how?

[   ]

* 8. Are you more comfortable accessing information from the following sources?

	Definitely more comfortable	More comfortable	No more or less comfortable	Less comfortable	Definitely less comfortable
Finding informatin through CLIO (Columbia Libary catalog)	◯	◯	◯	◯	◯
Performing ATLASerials through the New York Public Library	◯	◯	◯	◯	◯
Navigating advanced Google features, such scholar and books	◯	◯	◯	◯	◯

Other (please specify)

[   ]

* 9. What, if anything, did you learn from the mapping exercise?

[   ]

* 10. Was the mapping exercise helpful? Why or why not?

[   ]

* 11. During this course, we have taken trips to libraries? Did you find these useful? Why or why not?

[   ]

* 12. Would you recommend that this course be given on a regular basis at NYTS? Why or why not?

[   ]

* 13. If this seminar did become a regular course, who, if anyone might benefit from it?

[   ]

* 14. What would you change about these seminars?

[   ]

15. Please give any additional comments that you might have.

[   ]

Appendix 4: Survey Results

Survey Result #1 for Form #1: Library Survey for all students and faculty

Q1. How many semesters have you been enrolled as a student at NYTS?

Answer Options	Response Percent	Response Count
1	4.7%	3
2	21.9%	14
3	7.8%	5
4	17.2%	11
5	1.6%	1
6	14.1%	9
7	4.7%	3
8	14.1%	9
9	4.7%	3
10	6.3%	4
10+	3.1%	2

Q2. What is your degree program?

MDiv	77.8%	49
MPS	1.6%	1
DMin	12.7%	8
Faculty	3.2%	2
CP	4.8%	3
Comments		3

Q3. Where do you currently get information for the papers you write in class? (Select as many as apply)

Columbia/Burke Library System	57.1%	36
Other college/seminary/university libraries	38.1%	24
New York Public Library research facility	22.2%	14
New York Public Library branch lending library	19.0%	12
Other Public Libraries	27.0%	17
Purchase Books	74.6%	47
Use Library of friend, associate, or minister	25.4%	16
Internet	79.4%	50

Q4. Rate your comfort level using libraries with 1 being the most comfortable and 5 being the least comfortable?

In General	2.33	58
The Burke Library	2.67	58
Other Columbia Libraries	2.76	52
Other College/University/Seminary Libraries	2.52	54
Public Libraries	2.5	60

Q5. Please rank the following statements with 1 being Very True and 5 being Very False

NYTS Library Services provides me with the research tools I need
to be an effective student. 2.48 61
NYTS Library Services has prepared me to use library services
outside of the seminary. 2.23 60

Q6. Last Semester, how many hours per week did you spend using:

the Burke Library	1.88	59
other Columbia Libraries	1.47	51
other college/seminary libraries	1.78	51
the New York Public Library	1.98	52
other public libraries	1.9	51
the Internet	3.48	61

Q7. How many books did you check out of one of Columbia/Burke libraries last semester?

0	49.2%	31
1 to 5	23.8%	15
6 t0 10	14.3%	9
11 to 20	4.8%	3
over 20	7.9%	5

Q8. If you did not utilize the Columbia/Burke library system, please indicate the reason(s) (Select as many as apply)

It is not convenient to get to	60.5%	26
It is not open when I need it	25.6%	11
It did not have the information that I needed	4.7%	2
I did not find the personnel to be helpful	4.7%	2
I did not have the training that I needed in order to utilize it	7.0%	3
None of my friends use it	2.3%	1
I do not feel comfortable using it	32.6%	14
I have resources that are more convenient to me	46.5%	20
I buy all of the books that I need	37.2%	16
I utilize Internet resources	58.1%	25
Other		14

Q9. The most common source of information for my papers is _____.

physical libraries (such as seminary and public libraries)	16.1%	10
computer software programs or databases	0.0%	0
Internet websites	12.9%	8
Internet databases such as ATLA	6.5%	4
books that I own	53.2%	33
class lectures	11.3%	7

Q10. What information services do you make use of that are located in your home/work area? (Select as many as apply)

Local Public Library	41.5%	27
College/University/Seminary library other than the Burke/Columbia	38.5%	25

Library System
Conversations with experts in my field	32.3%	21
Museums or historical societies?	3.1%	2
Personal Library	69.2%	45
Internet	87.7%	57
Shared Personal Library	20.0%	13
Other		3

1. Purchased programs such as Bible works and have Anchor Bible Dictionary and commentary in personal library answered
2. Electronic lib. through Empire State College question 65

Q11. How would you rate your skills with the following?
Using CLIO, the on-line computer catalog	2.64	61
Finding books in the stacks	2.2	61
Finding journal articles in the stacks	2.59	63
Finding on-line journal articles	2.44	59
Checking out and returning books	1.95	58
Navigating the Internet	1.75	61

Q12. What service(s) made you more comfortable with the library?
The initial tour	36.1%	22
The computer/library training class	59.0%	36
The library personnel	37.7%	23
None	24.6%	15
Other		5

1. But I need more information on the utilization of usage re: the computer
2. Making a regular appearance at the library helps with making one feel more comfortable.
3. the basis library skills class and exercise was helpful as a refresher.
4. NYTS librarian is top notch! I have even called him on various occasions and stopped by his office. He always has time for me and explains things so that I can understand them.
5. Professor Reisig

Q13. What changes, if any, would have made you more comfortable using the library?
Additional library research training	36.1%	22
Additional training within the first academic classes	26.2%	16
More responsive library personnel	14.8%	9
The elimination of the metal detector and a more open space	4.9%	3
More light in the stacks	39.3%	24
Regular seminars on resources offered by the library	24.6%	15
More online services available from home	50.8%	31
None	11.5%	7
Other		9

1. collaboration with one of the libraries in New Jersey.
2. We need the NYTS own library
3. Availability of multiple copies of books.
4. NYTS OWN Library

Q14. What online services do you presently use? (Select as many as apply)

CLIO, the online library catalog	46.7%	28
Online catalogs of other educational institutions	35.0%	21
ATLA through the New York Public Library	40.0%	24
Advanced Internet searches	60.0%	36
Online journals available through the library section of the NYTS web site	23.3%	14
Journals available online at Columbia Libraries	20.0%	12
Databases available online from the New York Public Library	31.7%	19
Other		12

Q15. What is one thing that has helped you find and evaluate information?
1. The initial training session.
2. my books and lecture
3. the internet search engines
4. Internet, I don't live very close to any physical library's and the online resources of Empire and Google Scholar and other reputable site help
5. I have had to search and search, and search
6. I used to work for a college library.
7. Dr. Reisig class and personal attention he gave if requested.
8. More information fields
9. Applying research tools taught during library training session.
10. Cross checking data
11. Google Books, Wikipedia
12. Searching CLIO and ATLA from home on the internet and then being able to print it out and take it to the library.
13. the library class at the beginning of my classes at NYTS was helpful
14. Library Course at NYTS
15. Library personnel at Burke reference desk and Jerry Reisig help at NYTS.
16. Dictionary
17. Practice going...the trial and error of finding books that I need for a given paper.
18. inquiring mind but most helpful is the search options in CLIO
19. Trial and Error...and indexes
20. PC
21. Persistent search and research of the Library and Internet.
22. The training I received in earlier years of my education.
23. The information provided by Jerry how to evaluate a website
24. Talking with others about what I need. Someone usually comes up with info that helps.
25. Dr. Reisig office hours and willingness to help at all times
26. asking friends
27. persistence
28. Training, so I know what is available
29. burke, and online

Q16. What is one thing that has been an obstacle to your finding and evaluating information?
1. none
2. not too comfortable using library search. I feel very lost

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3. nothing
4. Time... I still haven't gotten my NYC public library card
5. Before Moodle it was easier (at least for me) to use the reference/tutorials and that helped me find what I needed
6. my lack of knowledge in terms of using the internet
7. Burke is too far from NYTS
8. N/A
9. too little information
10. Lack of time to research at physical libraries.
11. I don't believe that I've experienced any obstacles in finding and evaluating info
12. From time to time library hours as compared to my availability.
13. I just don't find Burke inviting at rather buy a book and have it in my home when I need it.
14. Sometimes the work study student (female student) on the 1st floor of Burke library was not to helpful.
15. where to find information
16. Getting a little confused with ATLA and CLIO
17. I prefer to go to the library and the stacks but distance from work and time prohibits; I would not like to see open stack policy changed
18. books without indexes...and books without the footnotes at the bottom (my pet peeve)...unless we are talking about Calvin or Barth whose footnotes could be chapters!
19. Time
20. Inadequate information in some libraries
21. The lack of sensitive staff.
22. lack of certain types of online access to the Databases from my hone in New Jersey.
23. My schedule is very busy; never seem to have time to go to library as much as I'd like
24. That at times I can only access info from NYTS or Work computers.
25. n/c
26. availability of resources
27. Sometimes search engines filters don't "think" the way I do. Or because of by lack of knowing what to ask, I end up with volumes of choices
28. obstacle, when you can't get to library and some sources not available from remote locations
29. the library is inconvenience open time.

Q17. Do you feel included or excluded from libraries?

Libraries in general	2.42	62
New York Public Library	2.43	56
Burke Library	2.5	58
Columbia Libraries other then the Burke	2.79	57
The Internet	1.58	59

Q18. If I could make one change to Library Services, it would be ...
1. None
2. make it more user friendly
3. can't think of anything now -- if I do I will email Jerry. I've grown accustomed to the libraries the more I use them.

4. When the introductory class is given, there needs to be a way for everyone to see what is going on. It was very hard to be in the back
5. Making sure those entering the program really understand the way to use.
6. not aware that there are areas that cannot be used in developing research papers
7. Availability. I work. I just cannot get to Burke Library.
8. My change would be, that NYTS would have a library of its own
9. Can't think of anything at present time.
10. More service personnel
11. Access privileges at NYU. Would allow greater flexibility in terms of time and location.
12. I wouldn't change anything because I have made the choice not to make use of the libraries. I would make more things online, though.
13. Nothing immediately comes to mind.
14. Make Burke more inviting, bright lights in the Stacks (they are downright creepy)
15. Add more NYTS personnel to help our students, if they need help. There should be someone from NYTS assigned daily to that site to assist NYTS students.
16. having easier access
17. Label the stacks more clearly.
18. more information about journals available through NYTS site; I was unaware of this.
    thank you jerry for a great library and service resources.
19. Make library cards available at NYTS (or even at Union)...even if we have to pay for them, have it be part of the admissions so that we do not have to venture to Columbia. It's confusing and time consuming.
20. Crack down on the students who did not complete the library assignment. An awful lot of people put it off and then need it and then complain.
21. To get adequate help in the libraries.
22. Recruit better staff.
23. collaboration with a library in New Jersey for online access if we cannot have access from home for certain things. maybe Montclair University or Newark Public Library, etc
24. Simpler instructions
25. Have ability to access information and sites from personal home or laptop computers.
26. extend time to open even vacation.
27. make multiple copies are high-needs resources available.
28. Making more accessible for me to understand
29. more training on how to access information more efficiently and spending less time, because I must find my own way.
30. opened until late night!

Survey Results #2 for Form #1: Library Survey for August Class

Q1. How many semesters have you been enrolled as a student at NYTS?

8	25.0%
9	0.0%
more than 9	25.0%
N/A	50.0%

Q2. What is your degree program?

MDiv	25.0%
DMin	25.0%
Faculty	25.0%
Staff	25.0%

Q3. Where do you currently get information for the papers you write in class? (Select as many as apply)

Columbia/Burke Library System	100.0%
Other college/seminary/university libraries	0.0%
New York Public Library research facility	25.0%
New York Public Library branch lending library	50.0%
Other Public Libraries	0.0%
Purchase Books	100.0%
Use Library of friend, associate, or minister	0.0%
Internet	100.0%

Q4. Rate your comfort level using libraries with 1 being the most comfortable and 5 being the least comfortable?

In General	2.5
The Burke Library	1.67
Other Columbia Libraries	2.67
Other College/University/Seminary Libraries	2
Public Libraries	2.5

Q5. Please rank the following statements with 1 being Very True and 5 being Very False

NYTS Library Services provides me with the research tools I need to be an effective student.	4.67
NYTS Library Services has prepared me to use library services outside of the seminary.	1.67

Q6. Last Semester, how many hours per week did you spend using: 5 choices 0 to over 10

the Burke Library	2
other Columbia Libraries	1.75
other college/seminary libraries	1.5
the New York Public Library	2.25
other public libraries	1
the Internet	5

Q7. How many books did you check out of one of Columbia/Burke libraries last semester?

0	25.0%
1 to 5	50.0%
6 to 10	0.0%
11 to 20	25.0%
over 20	0.0%

Q8. If you did not utilize the Columbia/Burke library system, please indicate the reason(s) (Select as many as apply)

It is not convenient to get to	50.0%
It is not open when I need it	100.0%
It did not have the information that I needed	0.0%
I did not find the personnel to be helpful	0.0%
I did not have the training that I needed in order to utilize it	0.0%
None of my friends use it	0.0%
I do not feel comfortable using it	50.0%
I have resources that are more convenient to me	0.0%
I buy all of the books that I need	0.0%
I utilize Internet resources	0.0%

Q9. The most common source of information for my papers is _____.

physical libraries (such as seminary and public libraries)	25.0%
computer software programs or databases	0.0%
Internet websites	0.0%
Internet databases such as ATLA	0.0%
books that I own	75.0%
class lectures	0.0%

Q10. What information services do you make use of that are located in your home/work area? (Select as many as apply)

Local Public Library	75.0%
College/University/Seminary library other than the Burke/Columbia Library System	0.0%
Conversations with experts in my field	0.0%
Museums or historical societies?	0.0%
Personal Library	75.0%
Internet	75.0%
Shared Personal Library	0.0%
Comments	

Q11. How would you rate your skills with the following? 5 Ratings Expert to None

Using CLIO, the on-line computer catalog	2.75
Finding books in the stacks	1.75
Finding journal articles in the stacks	3.5
Finding on-line journal articles	3
Checking out and returning books	1.25
Navigating the Internet	2

Q12. What service(s) made you more comfortable with the library?

The initial tour	0.0%
The computer/library training class	75.0%
The library personnel	50.0%
None	0.0%

Q13. What changes, if any, would have made you more comfortable using the library?

Additional library research training	25.0%
Additional training within the first academic classes	50.0%
More responsive library personnel	0.0%

The elimination of the metal detector and a more open space	0.0%
More light in the stacks	50.0%
Regular seminars on resources offered by the library	25.0%
More online services available from home	50.0%
None	0.0%

Q14. What online services do you presently use? (Select as many as apply)

CLIO, the online library catalog	66.7%
Online catalogs of other educational institutions	66.7%
ATLA through the New York Public Library	33.3%
Advanced Internet searches	33.3%
Online journals available through the library section of the NYTS web site	0.0%
Journals available online at Columbia Libraries	0.0%
Databases available online from the New York Public Library	33.3%

Q15. What is one thing that has helped you find and evaluate information?
1. finding the proper search term
2. Asking for assistance from library personnel.
3. It helps in a way to see myself what kind of library services that using currently.
4. The training at the beginning of my time at NYTS

Q16. What is one thing that has been an obstacle to your finding and evaluating information?
1. finding the proper search term
2. Not having a working knowledge of the databases.
3. None
4. the Burke's darkness.

Q17. Do you feel included or excluded from libraries? Five choices from Very Included to Very Excluded

Libraries in general	2.25
New York Public Library	2.25
Burke Library	2.5
Columbia Libraries other then the Burke	3.75
The Internet	1.25

Q18. If I could make one change to Library Services, it would be ...
1. I don't know yet - give me some time.
2. More and varied resources to choose from.
3. I wish to have more up-dated journals.
4. make Burke less creepy. It is poorly lit and just not a place you want to be by yourself at night.

Survey Result for Form #2: Mapping Resources Exit Survey

Q1. What is your status?
MDiv Student   25.0%
DMin Student   50.0%
NYTS Staff   25.0%

Q2. Which Sessions did you attend? (Select as many as you attended)
1st 25.0%
2nd 100.0%
3rd 50.0%

Q3. What was the most important thing that you got out of this seminar?

1. I was able to learn how to do research online from home and how to do footnote citations.
2. The most that I got out of this session was talking with Jerry. He helped me lower my anxiety around computer applications, and also helped me to see that which causes the anxiety and what I do to cope with it. Also, identification of local information resources and using the internet.
3. How to do proper research
4. The most important I got out of this seminar was how to use the internet to obtain and differentiate between reliable and non reliable sources.

Q4. Did the exercise in mapping your community make you aware of any resources that you had not had access to before?
Yes   100.0%

1. I have done it before, but I like that I was able to replicate it again with little or no difficulty.
2. When I was in grad school, I used to utilize the services of the library at Columbia University at 165th Street and Fort Washington for medical, health and public health information. At that time, I'd make requests and the librarian would do a search for me and give me a list of titles that I could use and even sometimes help me to find them. When I joined the public library in Fort Lee, NJ, I found out the name and telephone number of the hear researcher. I have not contacted that person as yet, but Jerry's course helped me to be able to know who to ask for.
3. It makes me recognize the resource that I have right at my fingertip, and many people are paying to get it. my husband is a HPD Inspector and he has extreme knowledge of the NY housing law.
4. It allowed me to think more clearly about the resources I would need to use now and in the future. As one of the students "what kind of questions would I ask?" It allowed me to think about how to phrase questions in order to obtain the information I needed.

Q5. Did you learn anything new about your community?
Yes   75.0%
Unsure 25.0%

1. I could not find an Islamic mosque or Buddhist temple in Fort Lee, NJ---only those that are near to Fort Lee. I found numerous Churches and Synagogues in the area. It could be helpful to my D. Min. project is I have some general information on the places of worship in Fort Lee, NJ.
2. That the common person that we walk by in our community every are the community' archive.
3. I have only lived in my present community for one year and this seminar allowed me to explore it not only for services I may need presently but also for others who may need services now and in the future.

Q6. Which of the following tools, if any, do you feel more empowered to use after this seminar? (Choose as many as apply)
CLIO   50.0%
The New York Public Library   100.0%

Online Databases	75.0%
The Internet	75.0%
Resources in my community	100.0%

Other includes the public library of Fort Lee, NJ. I'm still a little uncomfortable with online and internet, but I'm trying and I'm getting a little better.

Q7. Do you feel that you better understand how to cite material?
Yes   75.0%
Unsure 25.0%

1. Again, the online data bases that I am researching now and the NYPL
2. Maybe I'm somewhat sure. I'll know when I hand in drafts of my thesis and get feedback.
3. The seminar helps me to understand what is acceptable and what is not, and how to properly cite my papers in the future.
4. I understand how important it is to use the proper and appropriate citation for the style of research and writing I would be embarking on.

Q8. Has this seminar changed your understanding of research?
Yes   75.0%
Unsure 25.0%

1. Citations and access have been clarified.
2. To some extent. I have to get more involved in it in order to give a clearer response.
3. when doing research there is a way of getting excellent material for my paper and not getting just junk.
4. This research "brought home" the meaning of research, to provide the reader with new information rather than restating and re-hashing what has already been written.

Q9. Was the Library Services Manual Helpful?
Yes   75.0%
Unsure 25.0%

1. I like it and it is a useful tool to keep at the computer when you are typing and doing research.
2. I reviewed the manual once. I would need to re-read it at least once more to make that determination and give a fair and realistic response.
3. it was good
4. The Library manual was well written and outlined

Q10. Aside from editorial mistakes (spelling grammar, etc.), how would you improve the manual?
1. Nothing at this time.
2. I have found that I do not learn by using manuals, particularly where the computer is concerned. I learn best in a one-on-one situation--watching and taking notes. Once I've done the application a few times, I'm usually good to go. It becomes a part of me.
3. At this point I do not have any improvement I am still following its instructions, which was very clear and helpful.
4. It gave me all I needed to know. Presently I do not see any improvement necessary. It provided me with the preliminary information I needed to begin a well written research project/paper

Q11. How would you describe your experience of this seminar?
1. Very helpful
2. Jerry Reisig is one of the kindest, most understanding teachers. If he is annoyed or impatient with the simple questions, he doesn't show it. That really helps to decrease anxiety and open the pathway to learning. I did walk away from the seminar knowing a little more than I did when I walked in.

3. It was more than I bargain for, otherwise it was excellent.
4. I enjoyed the seminar. The professor is extremely knowledgeable, patient and caring about the subject.

Q12. Would you recommend this seminar to a friend?
Yes   100.0%

1. The on hand guide makes it easy.
2. The seminar provided excellent and useful information. Some may get more out of it than others, based on their understanding of computer; all of the necessary information is at one's disposal for his or her research needs. Thank you, Jerry!
3. Because every student should have an opportunity to attend this workshop.
4. This seminar is helpful in doing valuable research whether one is a student or not.

Survey Results for Form #3: TTU 1031 End of Seminary Survey

1. **What is your status at NYTS**: 50% MDiv; 25% DMin; 25% staff.

2. **What is the most important thing that you have taken away from this course?**
   1. That research doesn't have to be as intimidating as it seems to be. There is a logic to it, it just must be applied.
   2. The ability to do library searches at home and a familiarity with the two libraries Burke and 42nd Street)
   3. The most memorable thing that I have gotten out of the course is the skill to navigate CLIO and access books from home via NYPL web site.
   4. When I join this class I have nothing especially how to search the book and other articles from Online and I did not know how to make the bibliography. But now I learned everything which i mention above.

3. **What (if anything) that you had expected did you not get from this course.**
   1. Honestly, if we could have taken a research topic from the beginning and learned the process of extracting material for it would have been a great exercise.
   2. Better ability in using non-library online resources
   3. There isn't anything that I had expected that I did not get out of the course.
   4. No

4. **Did you find the Library Resource Manual useful. Please explain why or why not.**
   1. It is a great guide post for understanding all the resource possibilities that an NYTS student has.
   2. ABSOLUTLY
   3. Indeed I found the Library Resource Manual extremely useful and helpful. It is very detailed and thorough in its explanation and delivery of instruction and information. It is very self explanatory. The author did not assume that the student knew certain information; hence he started out by giving basic instructions.
   4. Library is one of the main tool those who are doing research, as I am doing the church and community analyses research work the Library Resource Manual very helpful for me.

5. **Will you continue using the "Library Resource Manual" in future research?**
100% Yes

6. **How could the Library Manual be improved?**
   1. I don't see how. It is very complete and thorough.
   2. I think that you should three hole punch and staple it so that it can be put in a binder and thereby be available throughout the NYTS journey.
   3. I am not sure how much improvement my suggestion might offer, but having 3-5 summary questions in the form of a quiz at the end of each lesson or chapter might be good reflection for the student in terms of reinforcement.
   4. According to me the Library Manual is like a Dictionary for research because all the instruction is contained here which is improved my research skill

7. **Has this course changed your understanding of research? If so, how?**
   1. I am somewhat less intimidated by research, the hard part is the process in general. Finding a concrete thesis statement and then finding supporting material that allows one to actually flush out the thesis. My comfort with research papers is less, but I still need to get over the hump of being completely confident in the process.
   2. Yes. The finding of reading sources on line in Burke and through NYPL and going to the 42 library which is not so intimidating anymore.

3. This course has altered my understanding of research very much. I have come to realize that research is not just looking up information in books, or journals. There is a method and a process. One has to be specific and focused in one's approach about what one hopes to achieve. Also one should be able to interpret, evaluate and apply the information as the case might be.
4. Yes, before I did not know how to search the book and make the footnote now I can do everything.

8. Are you more comfortable accessing information from the following sources?

	Definitely more comfortable	More comfortable	No more or less comfortable	Less comfortable	Definitely less comfortable
Finding information through CLIO (Columbia Library catalog)	75.0% (3)	25.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Performing ATLASerials through the New York Public Library	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)
Navigating advanced Google features, such scholar and books	50.0% (2)	50.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)

Other: I am also more comfortable in navigating Moodle!

9. What, if anything, did you learn from the mapping exercise?
1. I learned that discerning between what is a good resource and an ideal one is a matter of how much human contact we have with the facility. Everyone seems to say "go online" then talk to us. Yes, that's a valid, but there is nothing like hashing out an idea with a real person to get to a real good research topic.
2. This never got done as It was very time consuming.
3. I became more aware of the functions of the town hall and the online college in my village and immediate community. My extended community-I learned so much about the history and development of the Bronx that I never knew before although I lived and worked in the Bronx for over 30 years. I learned about South Street Seaport, Trinity Wall Street Church and its archives, where George Washington was first inaugurated, and the functions of the four research libraries to mention a few.
4. yes I learned more the library mapping

10. Was the mapping exercise helpful? Why or why not?
1. I think it opened up my eyes as to what was logically available in my neighborhood. I think the class looked at it with very different lenses as to what needs it fulfilled for them.
2. not particularly for me as library resources were more important to me
3. Yes, the mapping exercise was very helpful. It gave me an opportunity to explore my "community" and become more aware of different resources and their functions. I am a much more an informed citizen, and I believe a minister who will be leading a congregation and serving people on different levels should be knowledgeable-that's an asset.
4. Mapping exercise one the part of the research because how the find the books the library and what the programs are in the libraries going on and other resources

11. During this course, we have taken trips to libraries? Did you find these useful? Why or why not?
1. Getting over the intimidation of these places is huge. The more comfortable we are we these places the better researchers we can possibly become.

2. YES
3. Very helpful. Prior to the course, I had visited the Schomburg and the Mid Manhattan (The Steve A. Schwarzman Building) years ago. My recent visit to the Schomburg, Steven A. Schwarzman Building, Library for the Performing Arts, and the Science, Industry and Business Library was very informative, awesome, mind boggling and inspiring. I am so glad I did this course.
4. This is first time in my History of NYTS. That is extraordinary professor explains everything what the main resources are in the library especially the New Public Library, and the Lecture of Harlem Library. over all the trips of library is very interesting and valuable.

12. Would you recommend that this course be given on a regular basis at NYTS? Why or why not?
1. This should be a requirement for every NYTS student both in the first year and right before Credo.
2. YES to both M.Div and D.Min students and maybe a two sat workshop available to Cert. students.
3. I would strongly recommend that this course be given on a regular basis at the seminary, or any other seminary or college.
4. yes of course, because everyone must to know how to do the research work, and search the books in online without these knowledge the work will not done properly. so I recommend this course is should be the regular basis at NYTS.

13. If this seminar did become a regular course, who, if anyone might benefit from it?
1. As I have said before, take a research topic and develop a whole paper or papers throughout the semester would be ideal.
2. All students but especially D.Min students who need to use articles
3. I think first year students and those in Certificate, Master of Divinity, Master of Professional Services, and Doctor of Ministry would all benefit from this course.
4. The Student will get the benefit especially non English speaking student (International Student)

14. What would you change about these seminars?
1. Very long, but that was the course.
2. I HATE SAT. MORNINGS say weekday evening or a summer course (summer is probably the best)
3. I would add another session of 3-5 hours to cover more of the information at a slower and more thorough pace especially for students who might not be very computer savvy. Having students work in groups, or with peers might be a possible consideration.
4. I do not Know

15. Please give any additional comments that you might have.
1. This class is invaluable and it needs to be part of our academic requirements.
2. This course was a great idea many of us don't use Burke because we are unfamiliar so we don't go to library resources instead we only what we can buy from the professors suggested reading. We end up with a lot of books but no ability to find and use journals. This ability is very important to the D.Min students since they have to do real research.
3. I am so glad I did register to take this course. It has helped to tune and enhance my skills in doing footnotes and bibliography. I used to feel intimidated by the computer and insecure about surfing the internet, but now I am more confident and sometimes find it to be fun. I feel empowered, and proud of myself. In terms of research and technology, I feel like I have come out of the "cave" into the marvelous light of ENLIGHTENMENT. Thank you Professor Reisig for your patience, and expertise.
4. Totally, I am really enjoy this course. Unfortunately, I missed the First day class. Now I play Google for searching books and ATLA. thanks professor.

Appendix 5: Assignment

TTU1001 Introduction to Theological Education
Instructions for the Internet/Library Assignment

The Internet/Library Assignment is divided into two major parts:
    Part 1: Research and find books, articles and a web document using CLIO and ATLA;
    Part II: Analyze a web page (not a document) such as www.nyts.edu according to the criteria in the "How to Evaluate the Internet" document, and write a 150 word paragraph about the quality of the web site.

The completed project is due to me by Friday, October 23rd, 2009.

The last page of these instructions is an example of the final assignment.
 I   Research Information
        A. Select a Topic for an imaginary 5 page paper (you are not writing a paper, but researching on a topic)
        B. Use CLIO, the catalog for Columbia University to find three books that you would use in your paper (available from home at www.columbia.edu).
            1. Record the essential information about these books
            2. Retrieve the books from the library
        C. Go into the ATLA database at the Columbia library or at one of the research libraries of the New York Public Library
        D. Find three articles that fit your paper topic
                i.   Two of the articles from journals
                ii. An essay or chapter from a book
            2. Retrieve the articles from the ATLA Religion Database and copy only the first page of each article
        E. Search on Google Scholar for a web document that you could site in your paper
 II Create a page with your name, the subject of your paper and proper bibliographic citations for all of the material you have found, as well as the 150 word analysis of the web page (see following page).
            1. The bibliography and the bibliographic entries must be in the form prescribed in:
                i.   Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition (Chicago: University of Chicago Press, 2007). ISBN: 0226823377
                ii. NYTS Library Resource Manual
 III Return the package to my office at 475 Riverside Drive, Suite 500 or fax it to my attention at (212) 870-1236. If you have a scanner, you can send the whole package to me via email.
 IV If you have a problem or question, contact Jerry Reisig at (212) 870-1213 or email at jreisig@nyts.edu.

    GOOD LUCK; GOOD HUNTING; CALL IF YOU NEED ANY HELP

[Sample Assignment]

TTU1001 Introduction to Theological Education
Name: Student Name
Date: Friday, October 23, 2009
Topic of Paper: Water imagery in the Book of John

Bibliography

[Three Books]

Phelps, Marjorie and Kevin Bates. *The Woman at the Well: Where Did All the Husbands Go? What is a Book?* New York: Random House, 2001.

Reisig, Jerry. *Exegesis and Life.* New York: New York Theological Seminary Press, 2005.

Speers, Linda. *The Living Waters: an Exegesis.* Geneva: World Library Press, 2004.

[Two Articles from a Journal]

Anderson, Jason. "The Woman at the Well: Where Did All the Husbands Go?" *Christianity Today* 6, no. 4 (Spring, 2005): 34-56.

Breen, Lois. "The Living Word: Text behind the Text." *The Journal of Semantics* 9 (Feb. 1997): 12-13.

[One Article/Chapter from a Book]

Shore, Dale. "Lost Jars: Water and Time." In *Place and Time Revisited,* ed. Gordon Sparks, 238-256. New York: New Hall Press, 1954.

[Web Page]
Limb, Peter. "Water Symbolism in Southern Africa." http://neal.ctstateu. edu/history/world_history/archives/limb-l.html (accessed May 17, 1992).

Web Page Evaluation (minimum 150 Words)

http://nyts.edu is the home page for the New York Theological Seminary. Because it is a recognized educational institution, the documents that it contains are considered more trustworthy than other sites...

Appendix 6: Library Research Guide
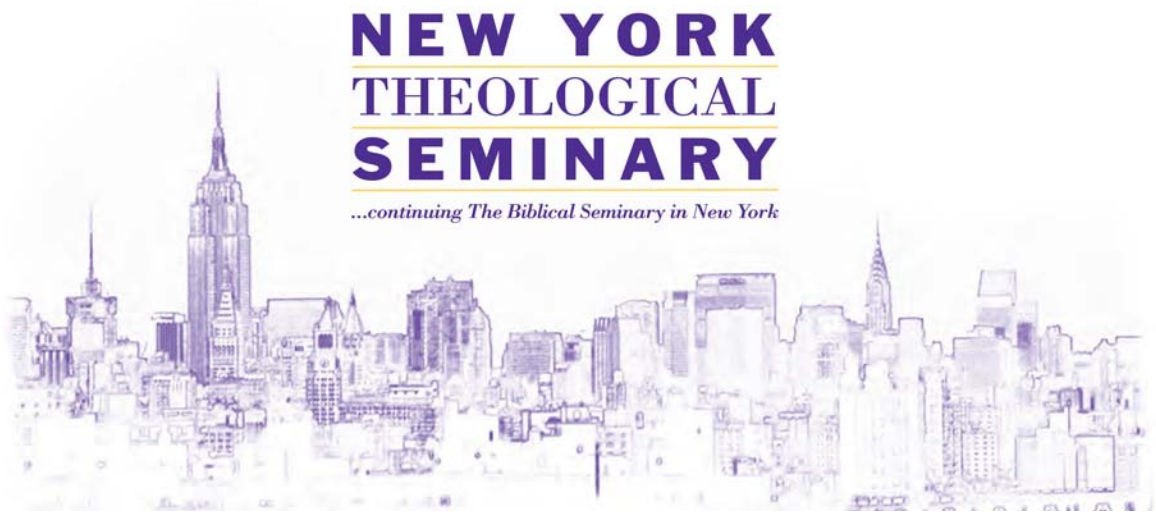
Reference Guide
NYTS Library Services

Certificate Program
Master of Divinity
Master of Professional Services
Doctor of Ministry

Academic Year 2009-2010

New York Theological Seminary, 2009

Welcome from the Director of Library Services

Library Services takes information access seriously, as we believe that the development of information literacy increases the effectiveness of your ministry and empowers you, your congregation and your community. As Director of Library Services, I am responsible to help ensure that every student develops the research skills necessary for success in graduate studies and future ministry.

Library Services is built upon three pillars: seminary research libraries; local libraries and other sources of information and services outside of the seminary; and the Internet and on-line services. This manual will introduce students to all three forms of research. It is my hope that this manual will help make the myriad forms of information more accessible to your callings, personal lives and work, and that Library Services become a portal to a new and larger world.

In the next few years, I will have the privilege of being a part of your academic lives; my door is always open to provide support to students, and I am always willing to listen to suggestions as to how Library Services can better meet your needs now and in the future.

In Friendship,

Jerry Reisig

Table of Contents

Introduction

It has been said that the library is the heart of any graduate system. If that is true, NYTS students have access to a very large heart and an exemplary range of resources, both through the Columbia Library system and local and regional libraries. NYTS understands that it is not enough to educate a student scholar for the ministry; it is also essential to continue providing services for the development of a minister scholar to and for the city and the world.

Through agreements with the Columbia Library, students have access to several collections that make up the Columbia Library system. Students should avail themselves of these resources immediately upon arriving at NYTS, as they will be essential for a successful graduate experience. At the same time, emphasis has been placed on the resources that exist outside seminary walls, especially the New York Public Library and a broad range of electronic databases. These are resources that will continue to help develop minister scholars in communities outside of NYTS.

This manual is as a guideline for the acquisition of the necessary resources and skills for accessing information, performing research, and citing that research in the production of new knowledge. It is the responsibility of students to obtain the access to libraries and to devote the necessary time and energy to develop adequate research skills.

Jerry Reisig, the Director of Library Service, is available to help students develop those skills and to insure that all students are information literate and prepared for scholarship and ministry in the 21st century. In addition to group classes, appointments can be made for personal instruction or assistance. The Director of Library Services provides assistance in the following areas:

- Library and computer negotiation skills
- Research Methodology including the Development of Research Questions
- Questions about proper citation form
- Help with the development and writing of research papers
- Access to NYTS Doctor of Ministry Projects
- Approval of Doctor of Ministry Project formatting

Although the Director of Library Services can be contacted at any time during office hours, the most effective way of making an appointment is via email.

Office Hours:

Monday-Tuesday and Thursday-Friday; 11:00am to 5:00pm, or by appointment

Address: 475 Riverside Drive, 5th Floor, New York, NY 10115
Phone: (212) 870-1213
Email: jreisig@nyts.edu

Columbia Library System

As NYTS students, you have full checkout privileges at any of the Columbia Libraries except the Law Library, Teacher's College Library, and the Medical Library. The Columbia Library Card is free and valid for one year, and can be renewed yearly as long as the patron is a current student, faculty, or staff member. The length of time that you may check out books varies from library to library. Library hours for all of the Columbia libraries are available on the Columbia University Library website at http://www.columbia.edu/cu/lweb/services/hours/.

Services **NOT** available to NYTS faculty or students at the Columbia Library:

- Access to Teacher's College, the Law Library, or the Medical Library.
- Alumni/ae Access: Students will not be issued Columbia Library cards after graduation.
- Off-site access to the Columbia online databases and online books. NYTS students can access Columbia databases only from computers on-site at any of the Columbia Libraries (including the Burke).
- Inter-library Loan (ILL): Students cannot borrow books from other institutions through the Columbia Library. For this service, students should use the New York Public Library. Faculty and staff have ILL access through the Inter-Church Library on the 2nd floor at 475 Riverside.
- Course Reserves: Columbia does not maintain reserve books for NYTS courses. NYTS professors make syllabi and additional readings available online through Moodle.

Gaining Access

To gain access to the Columbia libraries:

1) Acquire a **current semester sticker** for your NYTS ID from the NYTS Registrar.
2) Go to the Library Information Office (LIO) at the Butler Library on the Columbia Campus, Room 201 (See map 1).
   a. The LIO office is the first door to the left as you enter the library and before you pass through the security station.
3) After you show your NYTS ID, your picture will be taken and a Columbia Library ID will be created in your name.
4) Make sure that you are given a UNI ID, as it provides you access to University Library printing.

Map 1: Where to acquire library privileges[1]

RIVERSIDE CHURCH

UNION THEOLOGICAL SEMINARY

121st STREET

TEACHERS COLLEGE

120th STREET

INTERCHURCH CENTER

BROADWAY

BARNARD COLLEGE

PUPIN

SCHAPIRO CENTER

MUDD

DODGE PHYSICAL FITNESS CENTER

FAIRCHILD

COMPUTER SCIENCE

CHANDLER

EXT.

UNIVERSITY HALL

ENGINEERING TERRACE

EXT.

HAVEMEYER

URIS

SCHERMERHORN

FAYERWEATHER

AVERY

COMPUTER CENTER

MATHEMATICS

LOW MEMORIAL LIBRARY

ST. PAUL'S CHAPEL

EARL

BUELL

LEWISOHN

PHILOSOPHY

MILLER THEATER DODGE HALL

KENT

AMSTERDAM AVENUE

CASA HISPÁNICA

116th STREET

SCHAPIRO

BRIDGE

JOURNALISM

FURNALD

HAMILTON

HARTLEY

WATSON

KRAFT CTR

LIO Office

WALLACH

BOOKSTORE ALFRED LERNER HALL

CARMAN

BUTLER LIBRARY

HEALTH SERVICES JOHN JAY

RIVER

114th STREET

Map 1: Morningside Area 1

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[1] This map information is taken from Columbia University, http://www.columbia.edu/about_columbia/map/. The map is part of the Columbia University online interactive map which displays inserts for every library.

Printing at Columbia Libraries

Establishing Printing Account

Library printing is available at charge, and can be used only if a printing account is established by the patron (you cannot pay for copies in the library).

In order to add money to your account either:

- Purchase CUIT Printing Dollars online at
  http://www.columbia.edu/acis/facilities/printers/purchase.html
- Purchase printing dollars at 102 Philosophy Hall.

Printing dollars are sold in increments of $5.

Printing costs: 10 cents per B&W page

Printing from a library computer

- After clicking PRINT, note the name of the workstation you are using.
- Accept the default printer, or select another printer and click YES.
  Note: Several printers are capable of double-sided printing. (If you need this feature, ask a staff member about printer features).
- To locate the printer you've selected, check the complete list of printer locations at
  http://www.columbia.edu/acis/facilities/printers/locations.html.
- Select your print job at the NINJA terminal next to the printer.
- Input your UNI and password to authenticate your print job and press ENTER.

Library Copiers

- Go to a VTS vending machine, mounted on the wall at several locations.
  - ❖ Avery Library
  - ❖ Barnard College Library
  - ❖ Business Library
  - ❖ Butler Library (Room 2L1, across from the Lounge)
  - ❖ Lehman Library

Purchasing a Copy Card (Flex Card)

1. Select Flex Card Purchase from the menu.
2. You will receive the following prompt:
   WOULD YOU LIKE A RECEIPT? YES/NO
3. We strongly recommend obtaining a receipt: Press Yes.
4. You will receive the following prompt:
   INSERT BILL BELOW
5. Insert cash in increments of $5, $10 or $20 bills. The total increases with each bill inserted. No change is dispensed. All cash deposited is credited toward the Flex Card, less the $1 card purchase fee.
6. When all bills have been inserted, press the indicated button.
7. You will receive the following prompt:
   PROCESSING TRANSACTION
8. When the transaction is complete, you will receive the following prompt:
   AFTER THE CARD IS DISPENSED, IT MUST BE SWIPED TO ACTIVATE, PRESS HERE TO DISPENSE CARD.
9. Press the indicated button and wait for the Flex Card to be dispensed.

IMPORTANT: If you do not press the button within 10 seconds, the transaction will be canceled and your money will not be refunded.

10. After the card is dispensed, swipe the card to finalize the deposit: swipe the Flex Card in the slot, magnetic stripe to the right.
11. The Flex Card is ready for use. Its value will be equal to the amount deposited less the $1 purchase fee for the card. A receipt will be printed if you requested one.

Be sure to get a receipt!!!!
Report problems with the transaction at Hartley Hall.[2]

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[2] Information from the Columbia University Website at http://www.columbia.edu/cu/lweb/services/faq/answers/32583.html (accessed July 13, 2009). Because of its complexity, the Columbia Website can be difficult to navigate. Go into the library site and select Site Index at the top right of the page. You will be presented with an index sorted in alphabetical order.

Libraries in the Columbia Library System

The Columbia libraries to which you have access all share the same library catalog called CLIO. The catalog can be accessed online from the Columbia University website at www.columbia.edu (See Appendix A for information on how to access and use the catalog). Although you have access to 23 libraries in the Columbia University Network (all libraries with the exception of Education, Law and Medical), you probably will only use a limited number of them while doing your graduate work at NYTS.

The Burke Library

(Located on the Campus of Union Theological Seminary)
3061 Broadway at 122nd Street

Circulation:	(212) 851-5606
Reference:	(212) 851-5607
Archives:	(212) 851-5612

The Burke Library, which is the largest theological library in the western hemisphere, contains rich collections for theological study and research. With holdings of over 700,000 items, the Library is recognized as one of the premier libraries in its field and includes extensive holdings of unique and special materials.

Butler Library

(Located on the Columbia University Campus)
535 West 114th Street

Circulation:	(212) 854-2235
Reference:	(212) 854-2241

The Columbia undergraduate library on the Columbia Campus houses 2 million volumes, with particular strengths in history, government documents, social sciences, literature, philosophy and religion. This library is also the location of the LIO (Library Information Office) where you will acquire your Columbia Library ID.

Barnard College Library

(Located on the Barnard College Campus)
3009 Broadway at 117th Street

Circulation:	(212) 854-3846

The Undergraduate Library for Barnard College is located on the Barnard campus, directly across the NYTS offices at 475 Riverside Drive.

Libraries in the Columbia Library System[3]

Riverside Church (Classrooms, Computer Room)

Theological Library

1

Burke Library

122nd Street

121st Street

120th Street

NYTS Office

Barnard Library

Broadway

Riverside Drive

Amsterdam Avenue

Morningside Park

LIO Office

3

2

Butler Library

116th Street

114th Street
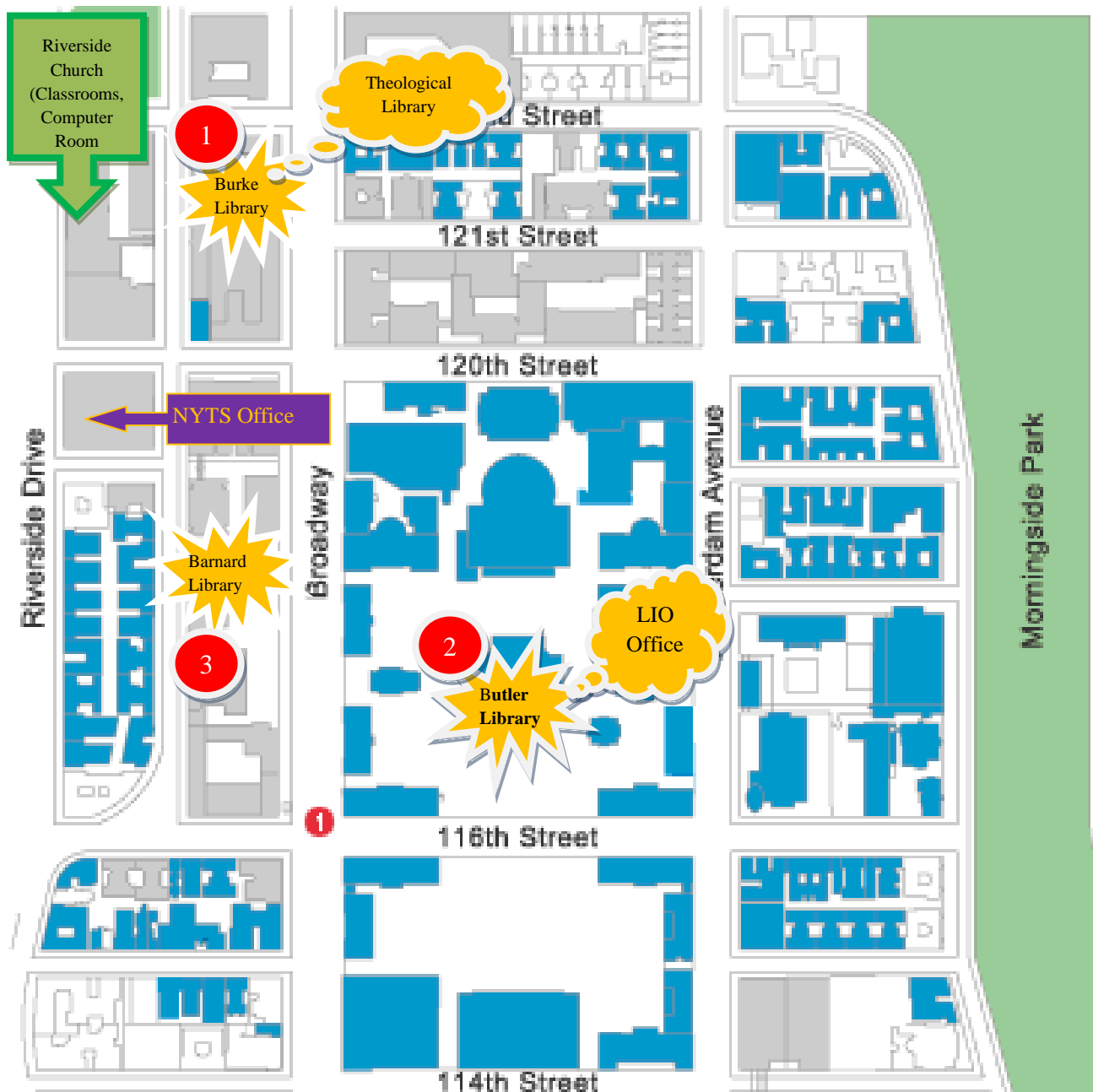
Map 2: Local Libraries 1

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[3] Map information from Columbia University, http://www.columbia.edu/about_columbia/map/.

New York Public Library

 With the city as its campus, NYTS considers the New York Public Library to be a vital component of the seminary and library network, and all NYTS students are required to obtain a NYPL branch library card. The New York Public library is the largest public library in the United States. It is composed of 4 research centers and 82 branch libraries. The branch libraries contain 6.6 million items and are expanding at approximately 10,000 items per week. The New York Public Library shares the vision of NYTS Library Services in providing "free and democratic access to information."[4]

NYPL has a well maintained website at www.nypl.org. The combined library catalog for both the research and circulating libraries can be accessed at this location. In addition to providing free access to books and journals, NYPL provides a large number of online databases. Many of the databases, such as *Dissertation Abstracts*, are restricted to use in research libraries, while others can be accessed at branch libraries. In addition, a large number of very important databases can be accessed from home with the identification number on the back of an individual's library card (See list on page 11).

Obtaining a Library Card

 The NYPL library card is the key to resources and services available throughout the Bronx, Manhattan and Staten Island. (Although NYPL branches may allow you to check out books with a Brooklyn or Queens Library card, you must have a NYPL card in order to access NYPL databases from home.) In addition to borrowing library materials, your card will let you reserve a computer, download digital media, search hundreds of electronic databases, and more. All students are eligible for a library card that can be obtained free of charge at any of the 82 branch libraries or online at the NYPL website www.nypl.org. With the card, you may reserve and renew books online. Books available only at other NYPL branch libraries can be sent to the branch library nearest to you.

To obtain a NYPL branch library card:

- Personally (All Students)
    - Go to a nearby Branch Library (the closest one to the seminary offices is the Morningside Branch at Broadway and 113th Street; check the web site for the branch closest to you and the hours that it is open).
    - Present your NYTS student ID and fill out the form to acquire your library card.
- Online (New York City residents only)
    - At the upper right hand of the NYPL home page, select "How do I get a card?"
    - Select **Apply Now** and follow the steps.
    - Your library card will be mailed to you.

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[4] New York Public Library, "History," http://www.nypl.org/pr/history.cfm (accessed July 23, 2009).

NYPL Research Library

Research libraries are available to anyone, with or without a library card. Books cannot be checked out of any of the research libraries, but can be read or copied on site. There are several copiers available at the site.

There are four research libraries in Manhattan:

- **The Humanities and Social Science Library (**Stephen A. Schwartzman Building)
  Fifth Avenue and 42nd Street (212) 930-0830

  A wide range of items from "ancient rarities to recent newspapers." Emphasizing art, literature and history, it contains not only authoritative sources, such as books and scholarly journals, but also "popular and ephemeral materials,"[5] such as photographs, sound recordings, etc. The Dorot Jewish Division contains an extensive collection of Judaica and Jewish scholarship.

- **Schomburg Center for Research in Black Culture**
  515 Malcolm X Boulevard (212) 491-2200

  The world's largest collection of African and African Diaspora materials, divided into five Divisions: Arts and Artifacts; General Research and Reference; Manuscripts, Archives and Rare Book; Movie Image and Recorded Sound; and Photograph and Print.[6]

- **Science, Industry and Business Library Science and Business**
  188 Madison Avenue (212) 592-7000

  Housed in the B. Altman building at 34th and 5th Avenue along with the CUNY (City University of New York) Graduate school, the collection was developed in order to become an "engine of the New York Economy."[7] The library has a large number of public-access computers with high-speed Internet, and regularly offers free courses in Internet use.

- **Library for the Performing Arts**
  Lincoln Center Plaza (212) 870-1630

  Manuscripts, video, and sound recordings on and about the performing arts, including arts administration, drama, dance, orchestra, music, film and video.

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[5] New York Public Library, "Stephen A. Schwarzman Building: Collection Highlights," http://www.nypl.org/research/chss/about/highlights.html (accessed July 23, 2009).

[6] New York Public Library, Schomburg Center for Research in Black Culture, "History and General Information," http://www.nypl.org/research/sc/about/history.html (accessed July 23. 2009).

[7] William Miller and Rita M. Pellen, *Innovations in Science and Technology Libraries* (New York: Taylor and Francis, 2004), 47.

Acquiring Books Outside of the Collection

If the book that you want does not exist in the NYPL collection, it is still possible to obtain it through **Metro** or **Interlibrary Loan**.

METRO

"METRO referral cards provide courtesy access to many academic, school, public and special libraries throughout New York City and Westchester County." [8] In order to use this service:

1. Attempt to locate the item in the library catalog. If it is not available in any of the research libraries, proceed to step 2.

2. Bring the full citation of the book to a librarian at a reference desk at one of the Research Libraries.

3. If applicable you will be issued a **METRO** card to a nearby library that is part of the **METRO** network of libraries. The card will be specific for the item that you seek, and access to the book will vary depending upon the institution.

Interlibrary Loan (ILL)

Interlibrary Loan (ILL) is a service that allows patrons to obtain material that exists only in library collections outside of the **METRO** system. In order to use this service:

1. Attempt to locate the item in the library catalog. If it is not available in any of the research libraries, proceed to step 2.

2. Bring the full citation of the book to a librarian at a reference desk at one of the Research Libraries.

3. Librarians at any Research Library will assist you in interlibrary loan procedures.

4. For further information about interlibrary loan policies, contact the NYPL interlibrary loan staff at (212) 930-0878.

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[8] New York Public Library, "Document Delivery and Interlibrary Loan," http://www.nypl.org/research/services/document.html (accessed September 4, 2009).

NYPL Databases Available for Home

The New York Public Library provides a large number of quality databases that can be accessed offsite (e.g. your home). Many of the most important databases are maintained by EBSCOhost, including the ATLA Religion Database with ATLASerials (For information on how to access ATLA, see Appendix C). Among the most important databases in EBSCOhost are:[9]

ERIC: database of the Educational Resource Information Center.

Psychology and Behavioral Sciences Collection: psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.

Religion and Philosophy Collection: world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

Newspaper Source: news from nearly 30 national (U.S.) and international newspapers, television & radio news transcripts, and selected full text for more than 200 regional (U.S.) newspapers.

MEDLINE: medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences.

Communication & Mass Media Complete: communication and mass media.

GLBT Life with Full Text: important and historically significant GLBT journals, magazines and regional newspapers, as well as dozens of full text monographs.

Environmental Issues & Policy Index: indexing and detailed abstracts for well over 1,000 international journals, with ongoing coverage for over 500 titles.

ATLA Religion Database with ATLASerials: premier index to journal articles, book reviews, and collections of essays in all fields of religion.

Social Sciences Abstracts: addiction studies, anthropology, corrections, economics, gender studies, gerontology, minority studies, political sciences, psychology, sociology.

Historical Abstracts: 1,800 academic historical journals in over 40 languages back to 1955.

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[9] EBSCOhost, http://web.ebscohost.com/ehost/selectdb?vid=1&hid=12&sid=ddbaf7e1-0a9c-466b-971d-dfb64f7924af@sessionmgr14 (accessed November 20, 2009).

New York Theological Seminary

Moodle

As was previously noted, Columbia Libraries do not maintain reserve materials for NYTS courses. Syllabi, as well as handouts and reserve readings, are maintained for courses through the NYTS Online Learning site (Moodle). You may access Moodle through the NYTS home page at www.nyts.edu, or go directly to the Moodle site at http://online.nyts.edu/. If you have never used Moodle, go to the site and select the icon for Moodle Basic Documentation. (You do not need to login to get this.) All students who apply for courses at NYTS will automatically be issued logins for Moodle. The default login is *first initial of the first name + lastname*. The default password is **welcome123.** If you experience any problems, email the Moodle Help Desk at **helpdesk@mail.nyts.edu**.

Library Website Resources

Library Services maintains a web presence on the NYTS website at www.nyts.edu . Library information and online resources can be accessed through the Library section on the **NYTS Main Menu**. Resources are provided in three areas:

1. **Library Catalogs:** Link to the Columbia Library catalogue CLIO, as well as links to other important libraries.

2. **Resources on the Web**: A wide variety of free resources that are available on the Internet:

    *   **Biblical Tools**: Biblical sites that offer information on the Bible (mostly New Testament) as well as e-Bibles and bible search softwar**e.**
    *   **Government**: Mostly U.S. government sites, including the U.S. Census. (See Appendix D for information on its use.)
    *   **Korean Resources**: Major resources in the United States in and about Korea, as well as links to libraries and seminaries in Korea.
    *   **Internet Search engines**: A variety of different search engines.

3. **Other Resources:** Additional resources, such as free journals and Turabian formatting information.

    *   **Online Theological Resources**: Theological resources that can be accessed through the Internet. Most are available at no charge.
    *   **Free Online Journals**: Journals available online at no cost.
    *   **Turabian formatting information**. Online sites about the Turabian/Chicago formatting style.
        *   Of special interest is the online eTurabian citation generator available at www.eturabian.com/turabian/index.html. The generator is based on the 7th edition of Turabian. Creation of an account allows you to save your citations online.

Other Library Catalogs

In addition to CLIO, there are several other library search catalogs that will be of interest to students. The same search strategies that are utilized in CLIO can be applied to these catalogs as well. You can access online catalogs for the majority of library systems throughout the world. Access to the catalog, however, does not mean that you have access to the collection. All collections have limited access to patrons. In addition, online databases are available only to specified patrons. Almost all libraries specify access to their collections on their web pages. If you have a need for books in a collection other than Columbia, contact the institution or the Director of Library Services.
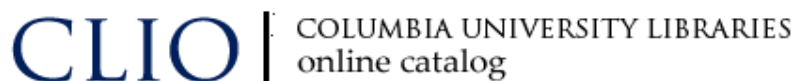
Catalog of the Columbia Libraries at http://clio.cul.columbia.edu/. The Columbia library web site at http://www.columbia.edu/cu/lweb/ also provides on-site only access to a full range of bibliographic databases and on-line journals.

The New York Public Library has recently merged its two public catalogs, LEO and CATNYP. The present catalog at http://catalog.nypl.org provides access to both the research and the branch library collections. A large number of important databases are also available through the NYPL website.

http://catalog.loc.gov
This is a copyright collection, which means that it contains all books that receive U.S. copyright. This catalog is especially valuable site for checking citations.

www.healthcarechaplaincy.org.
The Joan Bogardus Spears Library at 307 East 60th Street has one of the nation's most comprehensive collections of books, periodicals, audio and video recordings, and other materials in the field of pastoral care. The catalog is at http://library.healthcarechaplaincy.org/dbtw-wpd. NYTS students who desire access should speak to the librarian at 212-644-1111, x235.

Research

Research is more than the acquisition and copying of information, although that is an essential research tool. It is more than the development of library skills, although no research can be performed that does not include a look at literature on the subject. Research is not only finding the answer to a question, but also evaluating the assumptions behind the question. All research is based upon a *research methodology*, a standardized way of finding information, evaluating the importance of the information and adding new meaning to it. Planning and designing a research methodology that is appropriate for you will take into account at least the following:[10]

1. ***Begin with a question or problem***. Unless you have a question that needs an answer or a problem that is not resolved, there is little need to become involved with research. There is a difference between reading a book for the sheer pleasure of it and reading in order to help answer a question or a problem. The clearer the question you ask, the greater will be your ability to find an answer.

2. ***Clearly articulate what you expect to achieve.*** To effectively utilize the knowledge of a librarian, be clear about what you need to know. Poor research and unclear writing begin with a lack of clearly defined questions and goals. Good writing and research begin with a good thesis sentence that clearly states the problem that will be addressed, and hopefully resolved in the paper.

3. ***Develop a specific plan of procedure.*** Good research methodology should not be a set of unpleasant tasks, but should, on the contrary, be a way to remove onerous tasks, such as repetition, unnecessary work, and floundering, so that you can remain focused on the goals that you wish to achieve. Some hints:

   - Once you have defined your topic, search for a book that meets the criteria. Once you find the work, read the table of contents to see if it is useful; if yes, read the introduction; if yes, read the first and last paragraphs of chapters; if yes, keep the book for further reading. Otherwise return it.

   - Use the work of others. Research is not about re-creating the wheel, but of re-interpreting what has been said. Once you have found a work that interests you, copy the bibliography. The scholar has already done the work on the subject; you now have the resources that the work was built upon.

4. ***Use the specific research problem, question, or hypothesis to guide the research.*** Research begins as a question and continues as a dialogue with that question. The problem or goal can and will change as you proceed, and those changes should be brought back to the original question.

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[10] Based upon the categories described in Paul D. Leedy, Timothy J. Newby, and Peggy A. Ertner, *Practical Research: Planning and Design* (New York: Prentice Hall, 1996), 6.

- Paste your thesis sentence to your computer monitor or your refrigerator so that it is in front of you at all times during the process.
- If you find shelves of information on your topic, it is too large and needs to be further refined; if there is no information on the topic it is too small and needs to be broadened.

5. *Stay Focused*: Nothing slows down research more than being sidelined by interesting information that is not pertinent to the immediate question.

- Be tough; if a book looks extremely interesting but is not pertinent to the direction that you have decided to follow, set it aside for future reading.

6. ***Research requires the collection and interpretation of data in attempting to resolve the problem that initiated the research.*** Data is not research but is the authority upon which research sits. In the same way citations are not authoritative until you give them meaning.

> Data, events, happenings, and observations are of themselves only data, events, happenings, and observations—nothing more. But all these are potentially meaningful. The significance of the data depends on the way the human brain extracts meaning from those data.[11]

One of the major errors that writers make is including too much of a quote within the text and assuming that the reader knows what part of the quote is meaningful. Like all other data, quotes do not have meaning themselves, but become meaningful as the writer makes clear what the reader is to understand.

- One rule of thumb is to write 2 lines of explanatory text for every line of quoted material that is included in your paper.

7. ***Research is, by its nature, cyclical; or more exactly, helical.*** Like the book of Mark, research returns to where it started, with something new added to the question that did not exist at the beginning. A good research paper should not only answer the question posed but should itself become the basis of further questions and the seed for additional research.

- Never present your work as the final word on the subject, not only because you can never know it, but also because you want to remain in dialogue with other scholars. As soon as you say, "This is the way it is," it is too easy to dispute your work with a simple, "I don't think so."

A research cheat sheet

- Develop a Thesis Statement
- Determine how much has been written about the subject
- Smart-read to find a work that meets your criteria
- When you find a work that you like, copy its bibliography
- Look at works in the bibliography
- Find and smart-read them.

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[11] Leedy, 7.

Basic Research

Constructing research can be looked at in three steps

a. **Determine a topic (research question)**: All research begins with a question. The more specific your question, the better chance you have of finding information about it. The topic must be neither so large that libraries are written on it nor so small that nothing has been written on it. If you do not have a question, ask yourself "What interests do I have and what do I want not know?" Common places to begin are:

- Course Assignment
- Encyclopedias and specialized dictionaries
- Newspapers
- Class and other readings
   a. One of the great sources of thesis topics are footnotes in written works. Scholars often note that a certain subject has not been looked at thoroughly in their notes. Pure gold.

2. **Parse the terms.** You need to know what every term in your question means and what synonyms may exist for the terms. An excellent way to form a search strategy is to break your topic down into keywords, develop a list of *synonyms* that will allow you to expand your search.

   For example: Your topic is **"The role of women in the Bible"**

a. Pull out the most important words from your topic:

Major Concept 1	Major Concept 2	Major Concept 3
Role	Women	Bible

b. Expand your keywords to include synonyms of the major concepts:

Related Concept 1	Related Concept 2	Related Concept 3
Function	Females	Ancient Near East
Social Role	Single women	Specific book/verse of the Bible
Status	Married women	Torah

c. Expand your search to include these terms.

3. **Record information** about the books and articles that you find.
- Find methodology that works for you

   o 3x5 cards note cards
   o Table in Word or spreadsheet in Excel (See pg. 17)

- Include standard bibliographic information necessary for your bibliography
- Write out direct or indirect quotes and the page(s) on which they were found

Example of Recording Information in a Word Table

One effective way of recording information is to create a table in Word. In this table, the source is in bibliographic form and is assigned a number that is used to identify it in the table. A subject is assigned to the quote that corresponds to general areas that you wish to include in the paper. Because it is a table, it can be sorted, so at the end of all of your research, you can sort the table by subject so that all of the citations that correspond to an area that you are covering in your paper will be shown together. This works equally well in Excel.

Sources

1. Mensch, James. "Prayer as Kinesis." in *The Phenomenology of Prayer*, ed. Bruce Ellis Benson, 63-74. New York: Fordham University Press, 2005.

2. Berry, Thomas. T*he Great Work: Our Way Into the Future*. New York: Harmony/Bell Tower, 1999.

3. Crossman, John Dominic. "Paul and Rome: The Challenge of a Just World Order." *Union Seminary Quarterly Review* 59 (2005): 6-20.

S	subject	Reference (direct quote if in quotation marks)	Pg
1.	nakedness	In Christ's very nakedness and exposure, Christians are supposed to see God.	66
1.	action	The action created by breathing out is repeated each time God expends breath to say 'let it be.'	67
2.	nakedness	there exists at every level a basic tendency toward self-organization	26
3.	action	"Activism should be directed at achieving immediate changes in daily life...unshakable commitment to achieving modest, concrete goals on the local level."	17

S=Source

Understanding the Bibliographic Record

Library searches are often inefficient because users do not understand the organization of information in library catalogs. There is a general assumption that catalog queries are actually being made to the text of the document. According to this idea, typing "Virgin Mary" should find all documents that contain those words. Although textual searches do indeed exist and are the basis of Web surfing, the information in the library catalog has very little to do with the contents of the documents.   A search conducted in a library catalog is actually a search on a document called the bibliographic record.

Bibliographic Record

The bibliographic record is composed of a limited set of defined fields, and queries to the online catalog are made to the content of these fields. The basic fields that compose the bibliographic record are:

- Author/Personal Name
- Main Title
- Description: Physical size
- Publication Information: Place of publication, publisher and date of publication
- Library of Congress Subject
- Type of material: Book, Microfilm, Journal, etc.
- Call number and location

When you query the catalog, it finds only bibliographic fields that match your search. A **title search**, for instance, will search only the Main Title field. It will not look for words in your search query in other parts of the record. An **author search** will search only Author/Personal Name, etc.

In order to do a search through all of the fields, the user would institute a **keyword search** which would search the entire bibliographic record for the queried information. But in any case, the search will be conducted only inside the bibliographic record.

The following CLIO record shows the major fields in a bibliographic record:

Bibliographic Record in CLIO

Author: Tillich, Paul, 1886-1965.

Title: Against the Third Reich : Paul Tillich's wartime addresses to Nazi Germany / editors Ronald H. Stone and Matthew Lon Weaver ; *translator* Matthew Lon Weaver

Edition: 1st ed

Physical Description: ix, 273 p. ; 23 cm

Publisher/ Date: Louisville, Ky. : Westminster John Knox Press, c1998

LC Subjects: Tillich, Paul, 1886-
Radio broadcasting--United States--History--20th century.
World War, 1939-1945--Propaganda.
Propaganda, American.
Jews--Persecutions--Germany.
Radio addresses, debates, etc.--United States--History--20th century.
National socialism.
Propaganda, Anti-German--United States--History--20th century.
Anti-Nazi movement--United States.

Material Type: Book

Location: Burke (UTS) LC Stacks

Authorial Information	Classification Information
1) Author 2) Title 3) Editor or Translator in addition to the author	7) LC (Library of Congress) subjects

Publication Information	Physical Information
4) Place of Publication 5) Name of Publisher 6) Date of Publication	8) Material Type: book, video, journal 9) Location 10) Physical Description

Developing Search Strategies
Searching with Boolean Logic

Researchers are often frustrated by the inability of computer-based library catalogs to understand what they want. You ask a question in good English (or French or Spanish) and you receive results that have nothing to do with the question. More than one researcher has determined that he or she is too stupid to use computers because no amount of coaxing can make them produce desired results.

Computers speak a different language than that of researchers and a little knowledge of that language can be helpful in obtaining the desired information. The language that search engines understand is based upon a syntax known as Boolean Logic, invented by the great 19th century mathematician, George Boole (1815-1864). Boole sought to express the relationship between data sets or universes. For instance, the set of all men is contained in the set of all humans, which is contained in the set of all animals, which is contained in the set of all living things, etc.

Data sets share the same information: the sets "all tall men" and "all tall women" are both contained in the data set "all people," which is contained in the set of "all things." Boolean logic, which is the basis of most information retrieval systems (including library card catalogs), provides a syntax that makes it possible to examine the relationships between data sets. The logical operators that reveal those relationships are AND and OR, and their subsequent negations NOT AND and NOT OR.

The most common forms for sets X and Y are:

X AND Y:	Contains both X **and** Y
X OR Y:	Contains either X **or** Y
NOT X AND Y :	Does **not** contain X **and** contains Y
NOT X AND NOT Y:	Does **not** contain **both** X **and** Y = NOT (X AND Y)
NOT X OR Y:	Does **not** contain X **or** contains Y
NOT X OR NOT Y:	Does **not** contain **either** X **or** Y = NOT (X OR Y)

Examples of Boolean Relations Between Data Sets

In the following visual illustration, X = women and Y=Bible:

And Statement = Women AND Bible
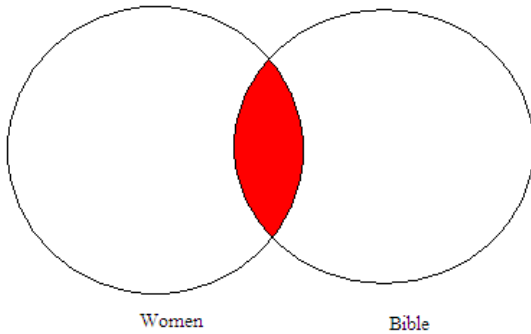
Women
Bible

Women AND Bible

The AND statement finds only those records that contain both the words "women" and "Bible" in any order. This is the default search logic of CLIO

OR Statement = Women OR Bible
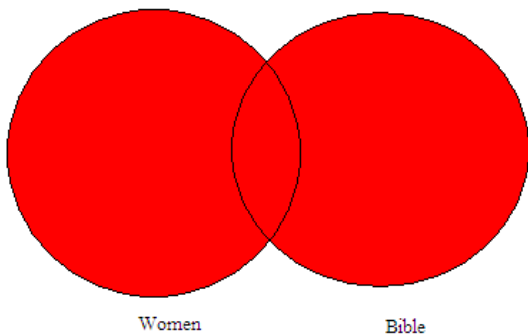
Women
Bible

Women OR Bible

The OR statement finds all records that contain either the word "women" or the word "Bible" in any order.

NOT Statement = Women and NOT Bible
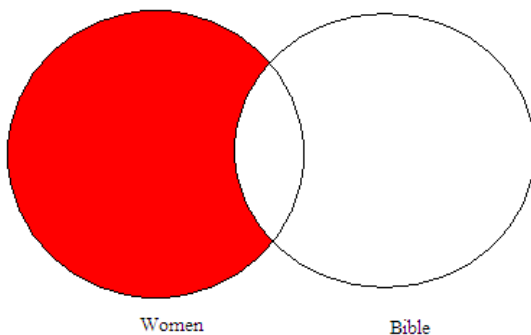
Women
Bible

Women AND NOT Bible

The NOT statement finds all records that contain the word "woman" but do NOT contain the word "Bible."

Other Search Criteria

- **Grouping**: Complex logical searches can become confusing to the computer. Even though you know what you want, the computer keeps giving you another answer. One reason is that your computer parses Boolean search strings according to a predefined syntax that may differ from your own. The hierarchy of Boolean searches is 1) NOT, 2) AND, and 3) OR.

  For instance, you type out the line - women AND bible OR Koran

  and expect to receive information about women who are either in the Bible or the Koran. What you receive, however, is every document that mentions the Koran. You were asking for women who are either in the bible or the Koran, but the computer does not understand your English syntax. The computer reads it as two searches: the first search is an AND statement: women AND bible and it provides hits which contain both the word women AND the word bible. Next, the computer does a search on the OR statement, which is EITHER 1) *the results of the AND search* OR 1) *Koran.* The result will be all bibliographic entries that contain either the result of the AND search or the word Koran.

  In order to perform the search that you want, you tell the computer not to follow its default syntax by grouping the queries inside parentheses. In this case, you would group (bible OR Koran). The syntax would now be: *woman AND (bible OR Koran)*, and the computer would do the search inside the parentheses before the AND search.

- **Strings**: If you want the computer to find a specific phrase, enclose the phrase in double quotes (""). If you type **biblical women**, the system will search for the word 'biblical' and the word 'women' in the bibliographical record. If you place quotations marks around both words, the search engine will now recognize **"biblical women"** as a string and will return only arguments that have both words in exactly that order.

- **Truncation:** Sometimes you do not want to limit the search to an exact word or phrase, but wish to find words that are very much like it. For instance, you may be interested in the word love, but would like other forms of the word as well, such as loved, loving lovely, etc. Truncation tells the database to replace all combinations of text for the truncation symbols: a single character is represented by "?", and multiple characters are represented by "*". Truncation symbols can be used either inside the word or at the either end.

  Examples:
  - wom?n will find both wom**a**n or wom**e**n
  - bibl* will find Bibl**e** and bibl**ical**
    (Unfortunately, it will also find less useful words such as bibl**iography**, bibl**iographic**, and bibl**iophile.**)

Primary and Secondary Material

Research materials are divided into two categories: **primary sources** and **secondary sources**. **Primary sources** are created by direct observation. These sources include diaries, interviews, newspaper articles of observed events, eyewitness accounts, letters, oral histories, personal journals and autobiographies. Also included would be surveys and statistics, such as U.S. Census data. **Secondary source** are works created by people who have not experienced the information, but are receiving it from **primary sources**. The sources include abstracts, encyclopedias, textbooks, biographies and most literature in professional journals.[12]

The different sources provide different emphases. **Primary sources** often have a freshness and vividness that is not present in secondary sources. Because **secondary sources** analyze primary material, they bring new information to it, often because they are examining the material through a different social lens. The Bible is a primary source and any minister knows that early references and especially those in the original language provide a level of authority not possible with the modern English alone. At the same time, the Bible in the original language lacks authority unless it can be given a context and voice in the present. Therefore the **secondary sources** that use the Bible as their data actually add new authority and meaning to the text.

A mixture of primary and secondary sources in a paper is the most powerful way of establishing the authority of one's writing. Bonheoffer's letters (primary) during imprisonment bring the reader to the historic moment, while an analysis of those letters (secondary) may give them a meaning that even the writer did not understand.

Searching Secondary Literature

Secondary literature, such as journal articles, is literature about other literature. As opposed to primary material, such as notes, diaries, treatises, novels etc., secondary literature is writing about these works. Secondary literature usually refers to journal articles, which are the true meat of scholarship. Because journal articles usually take less time to produce than books, their topic is restricted in size and they can be much more current than the books which they may eventually become. Recent journal articles are probably better places than books to find the most contemporary thoughts on a specific topic.

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[12] Laurie Rozakis, *Schaum's Quick Guide to Writing Great Research Papers,* 2nd ed. (New York: McGraw-Hill), 38-39.

References to journal articles or essays in books are found in indices, which are specialized and include journal articles in specific fields (e.g. sociology, religion, business). Databases are the electronic equivalent of paper indexes, and contain pointers to the location of information, which may or may not exist in digital form. For example, theological and biblical articles produced in the United States can be found in the ATLA (American Theological Library) Religion database. The database includes entries both for physical and digital forms of journal articles.

Hundreds of indices and databases are available to MDiv and DMin either onsite at any Columbia library or online through the New York Public Library. Some of the most important databases by discipline are:

- Religion: ATLA Religion Database
- Education: ERIC (Resources in Education)
- Sociology: Social Science Abstracts
- Psychology: Psychological and Behavioral Sciences Collection
- Medicine: Medline

With the widespread usage of the computer, more and more indices have been published and are available by subscription. The Columbia Library has subscriptions to hundreds of these indices and databases which are available at all Columbia libraries.

 Accessing databases at a Columbia Library computer:

1) At any Columbia Library computer, go to the Columbia Website at [www.columbia.edu\](www.columbia.edu)

2) Select **Libraries**

3) Under the **E-Resources** tab, select **Databases**

4) Search for the Database that you wish to use by:

    i) Subject

    ii) Type

    iii) Title or Keyword

    iv) List Databases by Title

Although methods of navigation vary, most major databases use a search engine like that employed by EBSCOhost databases (See Appendices B and C).

Dissertations and Abstracts

Some of the most valuable resources available for MDiv and DMin students are works written as requirements for advanced degrees, including Dissertations (PhD); DMin Projects (Doctor of Ministry); and Master's Theses (Masters Degree). These works are important sources for researchers as they are specialized and current, and include up-to-date bibliographies. Even if you cannot access these works, the accompanied abstracts can provide invaluable information.

Abstracts

Abstracts are short (usually less than 500 words) descriptions of a book, article or dissertation.[13] Since they usually include the problem (thesis statement), the methodology (how it was done) and the conclusion (what happened), they are ideal means to identify whether or not the larger abstracted work is worth reading. You will find abstracts at the beginning of dissertations or secondary literature, and in databases of secondary literature, such as ATLA/ATLAS (American Theological Library Association with ATLASerials). The best places to find PhD dissertations, DMin projects or Masters theses and their abstracts are:

- **Dissertation Abstracts** www.proquest.com/en-US/products/dissertations/: The largest database of PhD dissertations, DMin projects, and Master's theses, Dissertation Abstracts is not available from home, but can be accessed on-site at a Columbia University library or one of the NYPL research libraries.

- **Theological Research Exchange Network (TREN)** www.tren.com: "The Theological Research Exchange Network (TREN) is a library of over 10,000 theological thesis/dissertation titles representing research from as many as 70 different institutions."[14] No login is required to search the database, and thousands of thesis/dissertation titles are available at cost in PDF form.

- **Research in Ministry (RIM)**: A project of ATLA www.atla.com, RIM is a listing of Doctor of Ministry Projects. The projects cannot be obtained from ATLA, but the listing is often accompanied by the abstract, as well as information on how to acquire it. Go to http://rim.atla.com/star/rimonline_login.htm (there is no logon or password).

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[13] I use 'dissertation' as a general term that includes all three forms of written works that are requirements for advanced degrees.

[14] Theological Research Exchange Network (TREN), http://www.tren.com/default.cfm.

Keeping Track of your Research

At a minimum, the following information is necessary for each book or article used in your research:

Required Information	Example

Books

Author/Editor	Cornel West
Title	*Race Matters*
Place of Publication	Boston, Massachusetts
Publisher	Beacon Press
Year of Publication	1993
LC Subjects	United States - Race Relations
Place information found	Burke Library

Bibliography Entry:

West, Cornel. *Race Matters*. Boston: Beacon Press, 1993.

Journals

Author of Article	Dale T. Irvin
Title	Ecumenical Dislodgings
Name of Journal/Source/Periodical	*Mission Studies*
Volume/Issue/Page Numbers	22, no 2 (2005): 187-205
Descriptors/Subject Terms	Bible. Peter I.; Ecumenical movement--Theory; Missions--Theory; Culture and religion; Homeland (Theology)
Where the index was found	*ATLA Religion Database with ATLASerials*, Ebsco Host

Bibliography Entry:

Irvin, Dale T. "Ecumenical Dislodgings." *Mission Studies* 22, no. 2 (2005): 187-205. *ATLA Religion Database with ATLASerials*, EBSCO*host* (accessed July 5, 2009).

The Internet

An "internet" is a network that links different computer servers into a web. Surfing the web is the means of finding computers that contain desired information. The technology was developed by the Advanced Research Project Agency U.S. military as ARPAnet as far back as 1969[15] and has since then expanded to include all forms of academic and social activity. The Internet now includes websites from government (.gov), educational (.edu), organizations (.org) and commercial (.com) sources. Since 1990, the Internet has become an increased presence around the world, and it is estimated that approximately 1.6 billion people now use it.

Although the academic community retains a preference for book-based information over the Internet, the presence of major academic journals on the Internet is quickly graying the line between book-based and web-based material. The reluctance of the academic community to accept information from the Internet is largely due to the lack of available tools to help determine the value of information found there. Academic communities have historically depended upon research libraries to purchase, organize, and catalog information. Such policies have made it easier to clarify the methodology of research as well as determine the soundness of a work and its importance to the larger academic community.

By contrast, the Internet is a flat landscape with few markers to the value or validity of information. Without a guide to the quality of information, few students can determine whether or not the information that they include in their papers has value and authority in the academic community. Without the help of a librarian, or an index to professional journals, the student can be left to take what is available from the Internet, seldom providing the time or energy necessary to check its validity.

As is the case for all information that you use, you are responsible for making a case for the appropriateness and validity of Internet information. It is up to you to convince your reader that the information that you are using warrants inclusion and authority. To be able to do so, you must be able to:

- Understand how the Internet works and what it contains
- Develop search strategies (See Research and Appendix E).
- Determine the quality of information
- Correctly cite the information

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[15] Bernadette H. Schell**,** *The Internet and Society: A Reference Handbook* (Santa Barbara, California: ABC-CLIO, 2006), 1.

Internet Basics

The URL (Uniform Resource Locator) is the address that appears at the top of your computer screen when you use Google or any other web browser to access a web page or document via the Internet. It is the Internet telephone number of a server. The URL tells the way that information is transmitted, the server that it is to be communicated with, and the specific location on the server that is to accessed.

The syntax of the URL: [type of communication][domain name][path or directory of the file on the server to be accessed][the name of a specific file that is to be accessed]

The URL http://www.w3.org/TR/html1401/about.html is parsed as follows:

(1)	(2)	(3)	(4)
Type of file (such as http://; ftp://; or telnet://)	Domain name (computer file is on and its location on the Internet)	Path or directory on the computer to this file	Name of file, and its file extension (usually ending in .html or .htm)
http://	www.w3.org/	TR/html401/	about.html

(1) **Type of file transmission**: The above file is being transmitted using http (hypertext transfer protocol), the most common form of transmission on the Internet and is represented at the beginning of the address as http://. This part of the address informs other systems how text is expected to be transferred.

(2) **Domain name**: The registered domain name is purchased by individuals or institutions and cannot be duplicated. Domain names were designed to make it possible to create more manageable network addresses. The domain name is the human designation for a site address, as computers only speak in numbers. For instance, the domain name "crawl-66-249-70-49.googlebot.com" is understood by the machine as 66.249.70.49.

Domain names are composed of a prefix (name) and an extension (type). For instance, the domain name **nyts.edu** has a prefix of nyts and an extension of edu. Domain types can be very helpful in determining the quality of a site. The standard domain extensions are:

- **.gov**—government sites, including federal, state and local governments. The extension is limted to governmental agencies.
- **.edu**—education institutions, including public schools, colleges, universities, and professional and technical schools. All seminaries, including **nyts.edu**, are .edu sites. These sites are presumed to provide quality educational and scholarly information.[16]
- **.org .net and .com**—These are "generic" sites that are not limited by type of owner or country of organization. The .org sites are usually considered the best of these sites, as

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[16] Whether or not the information on such sites is consistent with your beliefs and principles or is appropriate to your research is another matter.

organizations, such as nypl.org, have traditionally used them. Because **.net** and **.com** extensions are unlimited, they are not useful in determining the quality of Internet sites.

- **country domains**—In addition to the domain type, an additional two-character extension indicates sites located outside of the U.S. The extension for Korea, for example, is kr and the IBM website in Korea is www.IBM.co.kr.

(3) **Path or directory on the computer**: When you have connected to a domain on the web, you have physically attached to the server that contains the information. The section after the domain name refers to the folder or directory on the server that contains the desired information. In the above example, the directory or folder is /TR/html401/ on the server whose domain name is w3.org.

(4) **The filename** (optional) is the name of a file that is being accessed on the web site. The extension of the file will usually be .html or .htm, as HTML (Hypertext Markup Language) is the software in which most WebPages are written. You may also see documents that end in any of the other standard document extensions, e.g. .doc or .pdf.

Google

Being connected to the Internet is of no value in itself. Using the resource unaided is rather like crossing a busy intersection wearing a blindfold. A web **search engine** is your eyes to the Internet and makes it possible to find information hidden away in computers in dark server rooms. Every piece of information that the **search engine** finds that matches your query is called a "hit." There are several search engines that exist, and many of them have begun specializing in the information they retrieve. Of the major search engines, however, there is not one commercially available that can compete with the power and the flexibility of the Google Search Engine.

Part of Google's success is the speed and quality of its searches which are performed directly on Google's servers, which indexes and stores all web pages it finds. Thousands of computers work around the clock, surfing the web for new and updated web pages and documents, retrieving and storing those pages on Google's document servers. Web indexers then index not only the text, but graphics and links as well.

When searching the web with the Google search engine, you are only searching Google's web indexers which point to billions of web pages stored on Google's document servers. Unlike library catalog search engines, Google *does* care about the content of data, text, graphics and links. Searches depend not only on bibliographic information (which it also contains), but also on the content on the web site or web document as well.

Specialized Google search strategies that are targeted for an academic audience are discussed in Appendix E. The most important of the specialized Google searches are:

- **Web** Search: This is the default search method. **Advanced Search** (accessed to the right of the **Search** button) is not a separate Google search strategy, but a more efficient way

to do a standard search. **Advanced Search** allows the researcher to search on a number of different fields without the need to know Boolean syntax.

- **Images:** Images are graphical forms of information on the Internet.

- **Videos:** Video has not yet been really utilized in research, but the increasing number of videos available online makes the prospect more desirable and attainable.

- **News:** Headlines from major news sources. Many media have free online components.

- Under **more:**

  - **Google Scholar** (www.scholar.google.com): As part of Google's ongoing strategy of digitizing the world's libraries, Google Scholar searches only academic and scholarly sources. This includes journals and scanned libraries online. The strength of this search is its ability to find only information based upon generally accepted academic standards. The weakness is that most of the material resides in journal databases or archives that provide only limited access.

  - **Google Books** (www.books.google.com): Information about books on the Internet. The information ranges from bibliographic information to fully scanned documents (usually published before 1900). This feature would be an especially valuable source for classic works, such as Calvin's *Institutes*.

Google Search Operators[17]

Google has a large range of advance search operators, which can help focus a search. In the **restricted searches**, there is no space between the operator and the argument, i.e., **link:(nospace)nyts.edu** rather than **link:(space) nyts.edu**. The following table provides the most important of those operators and their syntax.

Standard Search Syntax	
If you type	**Google will search for:**
women bible	women AND bible
women bible OR koran	(women AND bible) or koran
"women in the bible"	the women in the Bible
-women Bible	information about the Bible that does not contain references to women
black+women Bible	information only about black women in the Bible
women ~glossary	glossaries about women (also dictionaries, lists of terms)
bible-women	all forms of the term, either as a single word, a phrase or a hyphenated word.

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[17] Information from Google, "Google Cheat Sheet," http://www.google.com/help/cheatsheet.html. Google has excellent documentation at http://www.google.com/support/.

Restrict Search		
site:	Domain specific search	**Ghana site:census.gov** (Find census information about inhabitants of the US from Ghana)
..	Search range of number..number	"women in the Bible" 2000..2005
filetype:	Find documents in a specific file format (pdf, html, doc, etc.)	**"women in the Bible" filetype:pdf** (find documents in pdf format)
link:	Find pages linked to a specific website	**link:nyts.edu** (Find pages linked to the NYTS web site)
Specialized Information Queries		
book (<u>NOT</u> **followed by a colon**)	Information about a book	book "Christian Traditioning" (Find information about the book)
Definitions		
define:	Definitions for words phrases and acronyms on the web	**define:tradition** (Define the word "tradition")
cache:	Display Google's cached version of a webpage. The cache loads more quickly than a normal page as it is a photograph of the page that Google stored. (Because it was taken earlier it may not be current)	**cache:www.nypl.org** (Display the cached home page for the New York Public Library)
info: (or id:)	Find information about a web site This search can be used in place of **link:** and **related:** searches	**info:www.nyts.edu** (Find links from and to nyts.edu or related sites)
related:	List pages similar or related to a specific site.	**related:www.nyts.edu** (Websites like or related to the NYTS web site)
allintext: (intext:)	List words that appear only in the text of the page. (Many sites place words in the header, although the words may never appear on the page)	**allintext:theology seminary** Both theology and seminary must appear in the text of the site.
allintitle: (intitle:)	Find words in the title of the page	**allintitle:google scholar** (Find pages containing the words google and scholar in the title of the page)
inurl:	Find words within the URL address	**inurl:adobe** (URL addresses that contain the word adobe)

Evaluating the Quality of Internet Information[18]

The criteria determining the quality and authority of information on the Internet are the same as that of any other form of information, including books and journals. The difference usually lies in the fact that books and journals have established processes for their review and inclusion in a library collection. The ability to place information on the Internet is dependent only upon the ability of a group or individual to pay the $35 for the purchase of a domain name. This truly democratic information changes hourly, and the sheer mass of it makes it almost impossible to classify and categorize. It is, therefore, incumbent upon the researcher to learn how to discern quality Internet information and how to argue for its validity and appropriateness.

The first thing that a user needs to realize is that there are no "good" or "bad" websites (other than those which seek to deceive or do damage), but rather appropriate/inappropriate and authoritative/non-authoritative sites. To determine the value of websites, you must first know what it is you are seeking. Websites that might be unacceptable to some papers may be acceptable to others. For instance, you probably would not want to use data from UFO sighting websites for a paper on theology, but you may want to use them for a paper on modern culture.

The following are some of the most important factors to consider when rating a website.

1. **What is the purpose of the site?**

- **Inform/Current News:** The information on websites is broad. Government sites include laws, regulations, and services; library and college/seminary sites provide academic documents as well as information about courses, programs, and services. Most large news agencies publish online and many radio and television news programs are now available.

- **Share information:** The creation of virtual communities around areas of interest. The most common modes are the blog, as well as new technologies such as Facebook and Flickr.

- **Advocacy:** Information that is shared for a social cause or political candidacy. In the last decade the Internet has shown itself to be the most cost efficient way to reach a large audience. Awareness of the social or political lens is essential for good research.

- **Sell a product or service**: The Internet is the new marketplace and many sites are devoted to selling products. It is essential for the researcher to be aware of and discern how the commercial nature of the site might influence its content.

2. **Provide a personal view:** It is not uncommon for individuals to create their own websites, as creating a webpage has become simple and inexpensive. These sites are especially problematice for researchers, as the quality of information is dependent upon a single person. The researcher needs to establish the credentials and reliability of the person who owns the site.

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[18] Much of the information for this section was taken from Colorado State University Library, *How to Evaluate a Web Page*, http://lib.colostate.edu/howto/evalweb2.html (accessed September 20, 2008).

3. **Who owns the site?**
   - Although most websites are upfront about who they are and what they represent, many provide little easily obtainable information. Look for a section like **About US** on the home page of the site. If the site offers no information, search for its domain at www.domaintools.com.
   - What is the domain name extension? Domain extensions are dependent upon the type of organization or individual who owns the site. The most common extensions are:
     o Government agencies - **.gov**
     o Educational institutions - **.edu**
     o Association or organization (although unlimited) - **.org**
     o Commercial - **.com** or **.net**
     o Personal **- .com**

4. **What is the Form of Information (what is it)?**
   - Is it a web-only page, a journal article, census data, or an email message?
   - Information form determines citation form.

5. **Organization and Content?**
   - Is the site regularly maintained, well organized and regularly updated?
   - Does it have current links to other quality sites?
     o If links are broken, may not be updated regularly and information may out of date.
     o If you find offensive links on a site, you should question the entire site.

Date of Production/Revision?

6. When was the site developed and when was it last revised? Information about the creation of the site can often be found in **About Us** on the webpage. The last revision is often listed at the bottom of the page. If you can find no information about dates, you may want to visit www.domaintools.com.

7. **Bias – political or issue stance:** Like all information, the context and lens of the creator colors the information provided. In some cases, like politics, the lens and purpose are particularly obvious. Others warrant investigation.

8. **Usefulness:** Like all authorities, the web site has only one purpose for your paper: to help you make your case. Like all research information, you use web information in order to:

   - Supports your argument: "Online census data shows that I am correct about...".
   - Refutes a contrary argument: "In spite of the writings of x, information on www.nyts.edu shows that…".
   - Provides examples, such as survey results: "My assertion is best shown by results of a 2008 survey on the UCLA website…".
   - Provides "wrong" information that you can refute: "Although 80% of UFO websites report sightings of aliens, the online Journal of…".

After you have looked at all of the above criteria, it may be helpful to answer the questions in the form of a checklist. For a copy of the worksheet, see Appendix F.

In addition to information about how to examine a web page or web document, there are some tools available on the web that can help you focus on the type and quality of web material:

- **Carrot2 Clustering Engine** (www.carrot2.org):

  This search engine does not determine the quality of information, but "clusters" the results in categories according to "subject." This provides for a more focused search.

- **Google Directory** (http://directory.google.com/):

  Sites are selected by librarians as well as Google PageRank. The information is gathered by ODP (Open Directory Project), an exciting development at http://www.dmoz.org/. Sites are organized by category.

- **Librarian's Internet Index** (http://lii.org/):

  Developed by Carol Leita of the Berkeley Public Library in 1997, websites are arranged in directory style by subject. All additions to the site are made by librarians.

- **Wabash Center Internet Guide to Religion** (www.wabashcenter.wabash.edu/resources/guide_headings.aspx):

  The entire Wabash site provides an outstanding organization of information on and about religion and theology.

Wikipedia

One of the most controversial topics in education is the usage of the online encyclopedia *Wikipedia* at http://www.wikipedia.org/. Because it is an open architecture that depends upon users to add correct information, the encyclopedia has few safeguards to ensure its veracity and correctness, and several flagrant abuses have occurred. Because of this, it is looked at with suspicion by the academic community, and many professors at NYTS will not accept *Wikipedia* citations in papers. Until the question of how Wiki is to be maintained and checked for factual errors is resolved, students are advised to neither download information from *Wikipedia* nor to cite *Wikipedia* information in their papers.

Citing your Work

The scholarly community depends upon the open use of information for the creation of new knowledge. Part of the journey of a scholar is to erect signposts telling the reader where he/she has been to get the information upon which the new work rests. Like a well designed graphic on a road sign, the citation is an elegant way to display the skill of the scholar as well as his or her concern for the reader.

- **Citations are outward signs of one's inward spiritual growth**. The care and respect for another's work is a sign of your professional development and maturity as well as your ability to organize your thoughts.

- **Citations have a specific syntactical structure, and are in fact languages spoken by scholars**. Every punctuation mark provides information about the work being cited. The first step to becoming a scholar is to learn to play by the rules of scholarship. NYTS uses a syntax called the Turabian/Chicago Style. The standard for this syntax can be found in Kate Turabian, *A Manual for Writers of Research, Theses, and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

- **Citations are authorities that help you develop your argument**. According to Wayne Booth, your reader will only accept the "hard reality" that is consistent with his or her understanding of authority.   An author who makes a difficult claim which speaks to a community in the language that they understand, and which is supported with evidence that they accept, may be able to help "to change its deepest beliefs, while upsetting what seems long settled" [19] by the community.

- **Citations have a specific structure that is dependent upon the type of work that is cited**. Books, paintings, journals, and the Internet are all cited in different forms. If you cite a website with the form for a book, you will cause confusion and the information that you give will be incorrect.

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[19] Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 2nd ed. (Chicago: University of Chicago Press, 2003), 132. I have consciously used this quote as Booth is the ultimate authority in writing research papers. The work is required reading for anyone who is serious about crafting quality research papers.

Citation Forms

The most common citation formats are:

- **APA** (American Psychological Association) is used largely in the social sciences.

- **APSA** (American Political Science Association) is used by political scientists and historians, and is based on the Chicago Style.

- **ASA** (American Sociological Association) is used in sociological publications.

- **CMOS** (Chicago Manual of Style) or **Chicago Style** is used in the humanities and history. It is the style used for works on religion and theology.

- The **Turabian** Style is built upon the Chicago Style and is the standard at NYTS.

- **MLA** (Modern Language Association) is widely used in the arts and humanities. It utilizes an author-page structure, e.g. (Reisig, 209).

Citing with Turabian/Chicago Style

Kate Turabian, *A Manual for Writers of Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago, 2007) is the standard for citations at NYTS and a copy should be owned by every student. The relevant citation information is contained in Chapter 17 of Turabian, "Notes-Bibliography Style: Citing Specific Types of Sources." In this chapter, Turabian specifies the bibliography and footnote formats for various types of information. Examples beginning with N: are footnotes; those beginning with B: are bibliography entries.

There are three types of citations for textual work (paper or Internet):

1. Exact quotes: the exact words that were spoken or written by your source. Like direct speech, they are set off from the rest of the text.

   If they are less than three lines, exact quotes are set off with quotation marks, followed by a footnote number.

   > "Members of the organization met regularly."[1]

   If three of more lines, the entire quote should be single spaced and indented five spaces from both margins. Quotation marks should not appear unless they are in the original text. A footnote number immediately follows the quote.

   > Members of the organization met regularly. The organization carried out its business in the northern part of the district, meeting at the homes of members and requiring a unanimous vote for all business.[1]

2. Paraphrases: the writer's thoughts expressed in your own words. Unlike direct quotes, the text is not surrounded by quotation marks. Like direct quotes a footnote number appears directly after the quote. The best way to insure that you are not copying text is to read the passage thoroughly, close the book and then write out the idea in your own words.

> In the northern part of the country, business was carried out in private homes. [2]

3. Ideas: This is very much like paraphrase and many style manuals include it in the paraphrase section. Basically you are providing information about an idea rather than its expression. It does not take quotation marks, but has a footnote number.

Citations provide readers the who? what? when? where? about your authorities.

- Who created the work?

- What type of work is it? (book, essay, e-mail, photograph)

- When was it produced or communicated—in the case of the Internet, when was the last time the writer viewed the information?

- Where was it produced?

Footnotes

The footnote appears at the bottom of the page on which the cited information is found. The footnote a single sentence: each part of the who/what/when/where information is separated by a comma or parentheses, and the sentence ends with a period.

Standard format for a full footnote: Firstname Lastname of Author, *Title of Book in Italics* (Place of publication: Publisher, Date of Publication), page number(s).

The footnote for a book with a single author would take the form:

[1]Jerry Reisig, *This is My Book about Citing Sources* (Lansing, Michigan: Big Brother is Watching Publishers, 2009), 2.

Note: Footnote forms have a first line indent.

Short form for footnotes:
Your initial citation must provide full bibliographic information about the work. Subsequent citations should use the short form, which includes only the author's last name, a shortened form of the title of the article or book, and the page number(s):

First occurrence of footnote:
       ¹Jerry Reisig, *This is My Book about Citing Sources* (Lansing, Michigan: Big Brother is Watching Publishers, 2009), 2.

Subsequent occurrences:
       ¹² Reisig, *My Book,* 23-24.

<h2 style="text-align:center">Ibid.</h2>

Ibid is used to cite a work that has just been cited and means "in the same place," that is, found in the same work. If the citation is on a different page, specify the page number; otherwise the word alone is sufficient. (Note: Ibid. is not italicized and is followed by a period.)

¹² Reisig, *My Book,* 23-24.
¹³ Ibid.   If the citation occurs on the same page
¹⁴ Ibid., 7.   If the citation occurs on a different page

<h2 style="text-align:center">Bibliography Entry</h2>

The information in a bibliography entry is a series of sentences divided by periods and ending with a period. Since the bibliography is in alphabetical order, the format for the first author's name is Lastname, Firstname. If there are multiple authors, only the first author is in this form; all others are Firstname Lastname. Unlike the footnote that specifies where information exists within the source, bibliography entries refer to the entire source, and do not include page numbers unless the source is a part of a larger work, such as a journal article or an essay. Bibliography entries have a hanging indent, are single-spaced within the entry and double spaced between entries.

Form: Lastname, Firstname Author. *Title of Book in Italics*. Place of Publication: Publisher, Publication Date.

The bibliographic entry for my book would be:

Reisig, Jerry. *This is My Book about Citing Sources.* Lansing, Michigan: Big Brother is
       Watching Publishers, 2009.

Two works by the same author:
If a bibliography has two or more entries by the same author, the author's name is spelled out fully in only the first entry. In all subsequent entries, eight underline characters replace the author's name.

Reisig, Jerry. *This is My First Book about Citing Sources and My Name is Spelled Out.* Lansing,
       Michigan: Big Brother is Watching Publishers, 2009.

_____. *This is My Second Book about Citing Sources and My Name is Replaced by Eight
       Underline Characters.* Lansing, Michigan: Big Brother is Watching Publishers, 2009.

Annotated Bibliography

An annotated bibliography is special form of bibliography. Like all bibliographies, it is a list of sources (books, journal articles, websites, etc.) that you have read, and which you are considering using in your work. In addition to the list in proper bibliographic from is the addition of an annotation, a paragraph (usually less than 250 words) that summarizes, assesses, or reflects the ideas that are expressed in the work. This can be very valuable for doing research, for the process of writing out the most important themes and arguments, as well as analyzing those arguments actually imbeds the work in the memory. Like learning a language, writing out the thoughts of another person as well as your response to them increases your ability to retain the information and apply it to your research.

The annotated bibliography has two sections:

1 a bibliography entry in standard form (Turabian/Chicago style for NYTS)
2 an annotated summary of the work cited

Although annotated bibliographies vary as to the purpose and extent, some of the basic information found in them includes:

a Who is the author and what is the author's lens?
b What is the basis of this work?
c How does it compare to other works of the same kind?
d How is it generally important to the community and specifically important to my work

The following is an example of an entry in an annotated bibliography. (The colors and numbers are for reference only and would not be included.)

Reisig, Jerry. "Negotiated Spaces: A Paradigm for Decentralized Library Services." D.Min. thesis, New York Theological Seminary, 2010.

The author is a professor at NYTS who has done considerable experience teaching information technology. In this work, he investigates the possibility of a "decentralized," library which results from negotiation of rights, investigation of available resources and the mapping and use of local resources. Unlike many information providers, the author regards the lack of financial resources as the beginning for negotiation and the creative development of information spaces. This work is important, not only to seminaries and educational institutions, but to ministers who must develop access to information in order to sustain and grow their ministries.

A separate annotated entry would be required for each book or article.

NYTS Citation Guide

The following is a quick cheat sheet of Footnote and Bibliography entries for the different types of sources, many of which were written by NYTS faculty. This guide should in no way become a substitute for Kate Turabian.

	Footnote	**Bibliography**
One Author	[1]James Cone, *A Black Theology of Liberation* (Maryknoll, New York: Orbis Books, 2005), 65.	Cone, James. *A Black Theology of Liberation*. Maryknoll, New York: Orbis Books, 2005.
Two Authors	[3]Dale T. Irvin and Scott W. Sundquist, *History of the World Christian Movement,* vol. 1, *Earliest Christianity to 1453* (Maryknoll, New York: Orbis Books, 2001), 65.	Irvin, Dale T. and Scott W. Sundquist. *History of the World Christian Movement*. Vol. 1, *Earliest Christianity to 1453*. Maryknoll, New York: Orbis Books, 2001.
Four or more authors	[5]Edward Laumann et al., *The Social Organization of Sexuality* (Chicago: University of Chicago Press, 1994), 262.	Laumann, Edward, John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of Sexuality*. Chicago: University of Chicago Press, 1994.
Editor, translator, or compiler instead of author	[7]Michael Welker, ed., *The Work of the Spirit: Pneumatology and Pentecostalism* (Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2002), 59.	Welker, Michael, ed. *The Work of the Spirit: Pneumatology and Pentecostalism*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2002.
Editor/translator/ compiler + author	[7]Elizabeth I, *Collected Works,* ed. Leah S. Marcus, Janet Muelller and Mary Beth Rose (Chicago: University of Chicago Press, 2007), 23.	Elizabeth I. *Collected Works.* Edited by Leah S. Marcus, Janet Muelller and Mary Beth Rose. Chicago: University of Chicago Press, 2007.
Chapter or other part of a book	[5]Dale T. Irvin, "The Terror," in *Surviving Terror,* ed. M. Lim, 10-63 (Grand Rapids, Michigan: Brazos Press, 2002), 43.	Irvin, Dale T. "The Terror." In *Surviving Terror,* ed. M. Lim, 10-63. Grand Rapids, Michigan: Brazos Press, 2002.
Article in a print journal	[8]Obery Hendricks, "The Domestication of Martin Luther King," *The AME Review* (April-June 1998): 53.	Hendricks, Obery. "The Domestication of Martin Luther King." *The AME Review* (April-June 1998): 51-59.
Popular magazine article	[29]Steve Martin, "Sports-Interview Shocker," *New Yorker,* 6 May 2002, 84.	Martin, Steve. "Sports-Interview Shocker." *New Yorker*, 6 May 2002, 84.
Newspaper article	[10]William S. Niederkorn, "A Scholar Recants on His Shakespeare Discovery," *New York Times*, 20 June, 2002.	**Newspapers usually do not appear in bibliographies (See Turabian 11.44)**

Book review	[1]Obery Hendricks, "The Hand That Interprets Controls History," review of *Stony the Road We Trod*, edited by Cain Hope Felder, *Sojourners* 22 (December, 1993): 46.	Hendricks, Obery. "The Hand That Interprets Controls History." Review of *Stony the Road We Trod*, edited by Cain Hope Felder. *Sojourners* 22 (December, 1993): 46-47.
Online Book	[16] William James. *The Varieties of Religious Experience* (London: Longman, Greens, and Co., 1911), 15, http://books.google.com/books (accessed December 22, 2009).	James, William. *The Varieties of Religious Experience*. London: Longman, Greens, and Co., 1911. http://books.google.com/books (accessed December 22. 2009).
Online News and Journal Database	[23] Helen Irving, "The Republic Is a Feminist Issue," *Feminist Review* 52, (1996): 87-101, http://www.jstor.org.iii1.sonoma.edu/.	Irving, Helen. "The Republic Is a Feminist Issue." *Feminist Review* 52, (1996): 87-101. http://www.jstor.org.iii1.sonoma.edu/.
Online Journal	[14] Mark Warr, "Rethinking social reactions to crime," *American Journal of Sociology* 106, no. 3 (November): 551-78, http://www.journals.uchicago. edu/Online Magazines.	Warr, Mark. "Rethinking social reactions to crime." *American Journal of Sociology* 106, no. 3 (November): 551-78. http://www.journals.uchicago. edu/Online Magazines.
Online Magazine	[1] L. Osborne, "Poison pen," review of *The Collaborator*, by Alice Kaplan, *Salon*, March 29, 2000, http://www.salon.com/index.html (accessed July 10, 2001).	Osborne, L. "Poison Pen." Review of *The Collaborator*, by Alice Kaplan. *Salon*, March 29, 2000. http://www.salon.com/index.html (accessed July 10, 2001).
Online Newspaper	[30] Louise Story and David Dash, "Bankers Reaped Big Bonuses During Bailout," *nytimes.com* 29July 2009, http://www.nytimes.com/2009/07/31/business/31pay.html?_r=1&ref=todayspaper.	**Newspapers are usually not included in Bibliographies**
[20]**Website with Author/Identifier**	[50] John Doe, "Strategic Plan," http://www.nyts.edu (accessed July 4, 2008).	Doe, John. " Strategic Plan." http://www.nyts.edu (accessed July 4, 2008).
Website without Author/Identifier	[51] Columbia University, http://www.columbia.edu (accessed February 3, 2008).	Columbia University. http://www.columbia.edu (accessed February 3, 2008).

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[20] One of the most frustrating things about citing web information is its tendency to go out of existence. Wayback Machine at www.archive.org/web/web.php is a repository of hypertexts from the earliest days of the World Wide Web to the present. Thanks again, New York Public Library.

Plagiarism

Webster's defines plagiarize as "to steal or pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source."[21] The word comes from *plagium,* a hunting net, and came to refer to a poacher or an illegal hunter. "Intellectual theft" is the idea most often association with plagiarism. NYTS has a no-tolerance policy toward plagiarism, which can result in failure in a course or expulsion from the seminary. Few actions elicit such outrage in the academic community as conscious or unconscious plagiarism. That reaction is more than a simple knee-jerk reaction to the protection of property (physical or intellectual) but represents the perceived danger of such activity to the academic community which is built upon openness and trust.

Unlike poaching, which is dealt with in a criminal court, plagiarism is an activity that is usually tried in the court of public opinion in the academic community. Like a bad credit rating, accusations of plagiarism will stay with you for a long time and will affect how professors perceive your future work. The whole purpose of citations is to add authority to your writing and they are effective only as long as you are trusted in the way that you use them.

Most plagiarism is at least partly unconscious, arising from an inability to communicate in citations, sloppiness in remembering where information comes from and the ease of downloading information from the Internet. So the best way to guard against accusations of plagiarism is to learn how to properly cite information in your papers and how to properly format that information.

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[21] Merriam Webster's College Dictionary 10th ed., s.v. "Plagiarize."

Tips to avoid Plagiarizing

1. Keep good records of where you obtained your information.

2. Write out information. Downloading information is fast and efficient, but it is too easy to dump information directly into your work. Keep a healthy distance between you and the original text. Read the information several times until you understand it and then write it in your own words. This not only insures that you are not using original words, but it also keeps the argument in your voice.

3. Use direct quotes wisely and make sure that they are set off in the text. A direct quote is useful if:

   a. The person is an important authority. Allowing that voice into your text may strengthen your argument. (Hey, Dr. King says the same thing I do!)

   b. The person says it in a way that cannot be improved upon and it would be less valuable if paraphrased. (Some people just say it the right way.)

   c. You are quoting a sacred text or doing an exegesis in which the exact words of the text must be included. (The congregation has its Bibles to check you.)

4. If you use a direct quote, make sure that you tell the reader what part is important. Do not use the quote to complete your idea, but explain what the author was talking about. This brings the argument back to you and your voice. A rule of thumb is two sentences of your words for every sentence of a quote. If your quote is three lines long, you should provide six lines explaining that quote in your own words. (The other rule is to never end a paragraph with a direct quote unless your next paragraph places it in context.)

5. Cite your information correctly within the text. Footnote the information and include it in your Bibliography. Correct footnotes will put forward the message that you are a person who can be trusted. Remember: your goal is to make people trust that what you are saying is based on solid evidence, even if they do not agree with the value of the evidence.

6. Purchase and read Wayne C. Booth, *The Craft of Research* (Chicago: University of Chicago Press, 1995). Especially interesting for this discussion is section 11.5 "The Pitfall to Avoid at All Costs," 166-171.

7. Always keep in mind that what you do is in and for the community.

Appendix A:

Using the Columbia Library Online Catalog (CLIO)

I.   Accessing the Columbia online catalog (CLIO)
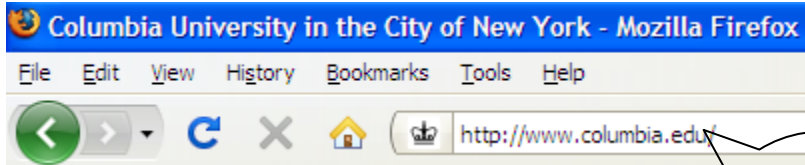
1. Go to the Columbia University Web Site at www.columbia.edu

Type this address.
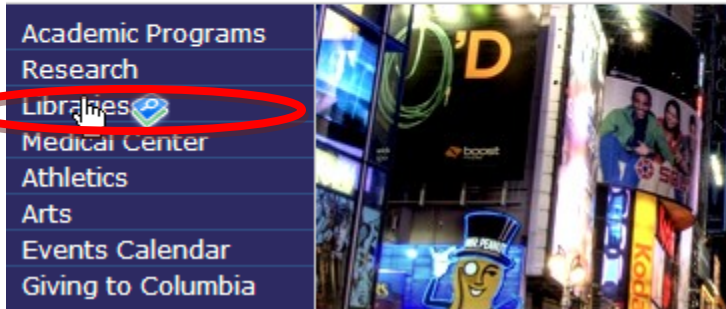
2. Select **Libraries**

CLIO is the library catalog for the Columbia Library system

3. Select **CLIO Classic**

The Elements of the CLIO Search Screen

1. **Search Tabs:** Basic Search is single line entry; Guided keyword is multiple field search
2. **Enter Search:** Type in the search word(s)
3. **Choose Search Type**: Which field in the bibliographic record do you wish to search on:
   a. **Title** of the book without leading articles (a, the). Must be spelled exactly as it is in the record.
   b. **Keyword** searches **all** the fields in the bibliographic record for the specified words.
   c. **Author** searches only the author field and must be spelled correctly in the form lastname, firstname. CLIO is unforgiving and provides no clues about possible spelling errors.
   d. **Journal Title**: The title of a journal in the library. This does not search for articles in journals, but only indicates which volumes of the Journal are in the library's collection.
   e. **Subject Heading**. The Library of Congress subject heading(s) assigned to the book
   f. **Keyword with relevance ranking**. Like keyword, searches all fields in the bibliographic record. Results are ranked in terms of how well they match your search criteria.
4. **Quick Limit:** Allows you to limit your search to specific types of information:
   a. **None** is the default and sets no limit
   b. **Electronic Journals/Newspapers**
   c. **Journal/Magazines/Newspapers of any format**
   d. **Video Recordings**
   e. **Music Sound Recordings**
   f. **Archival Collections**: Archival information requires special permission and cannot be checked out.
   g. **English Language:** Searches only for material in English.
5. **Pre-set Limits**: Allows a larger variety of ways to filter your search. For instance, you can limit your search to a single library where the book is located and/or a specific language in which it is written.
6. **Search Button**

Performing a Search

1) Determine how you are going to search by selecting the appropriate search criteria.
2) Type in the text you wish to search for.
3) Select where in the record the text will be found.
4) Select the type of media (optional). Use only if you are searching for specific types of media such as video.
5) If you want to further limit your search, select Pre-set Limits.
6) Click on the search button.

Search Example

1) Select **Title** as the Search Type
2) In the **Enter Search** box type the title without leading articles ("a" or "the"). Without a leading article, *The God of Israel*, is entered as *God of Israel*.
3) At **Quick Limit**: select English Language to see only books written in that language
4) Select **Search**

1) The catalog has found 6 entries that match the query
2) You can modify your search or perform a new one here without having to return to the search page
3) Two books were found by different authors with the same title
4) The first entry displays full bibliographic information about the book (Full Title, Author, Imprint)
5) The information in the beige area tells you the location and availability of the book—the first book is in offsite storage and the second book is available in the LC Stacks in the Burke Library
6) To access the Bibliographic record, click on the blue underlined entry in the "Full Title" column.

The God of Israel / by David L. Cooper.

Author: Cooper, David L. (David Lipscomb), 1886-1965.
Title: The God of Israel / by David L. Cooper.
Edition: Rev. and enl.
Physical Description: xi, 169 p., [1] leaf of plates : ill., map ; 21 cm.
Series: Messianic series ; v. 1
     Cooper, David L. (David Lipscomb), 1886-1965. Messianic series ; v. 1.
Publisher/Date: Los Angeles, Calif. : Biblical Research Society, c1945.
LC Subjects: Bible. O.T.--Theology.
     God--Biblical teaching.
Material Type: Book
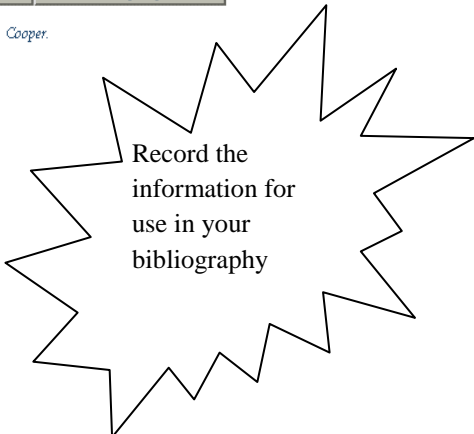
Location (guide): Burke [UTS] Union Stacks
Call Number: DX30 C776 v.1
Status: Not checked out.

Record the information for use in your bibliography

Record the Following

Author: Cooper, David L.

Title: The God of Israel

Publisher Location: Los Angeles, Calif.
Publisher: Biblical Research Society
Date: 1945

Subject(s)
Bible O.T. – Theology
God – Biblical Teaching

Burke (UTS) Union Stacks
Call number: DX30 C776 v1

Your bibliography entry would be:

Cooper, David L. *The God of Israel*. Los Angeles, California: Biblical Research Society, 1945.

Appendix B:
Databases the New York Public Library

☆ www.nypl.org ①

①   Go to the New York Public website at www.nypl.org/

TYPE SIZE: A A A   **MY ACCOUNT**

New York
Public
Library

Home
Using the Library
Locations and Hours
② Find Books, DVDs & More

Classes, Programs & Exhibitions
Blogs, Videos & Publications
Support the Library
Ask NYPL

SEARCH
author, title or keyword
◉ CATALOG
○ WEBSITE

There are 3 types of databases available from NYPL
and 1 online library

②   Select Find Books, DVDs & More

③   Select Articles & Databases

Articles & Databases ③
eBooks, Digital Images & More
Collections
NYPL Recommendations

Accessible only at select Library locations

Accessible outside the Library with your NYPL card

Free Web resource – available anywhere

NOVEL
New York Online Virtual Electronic Library
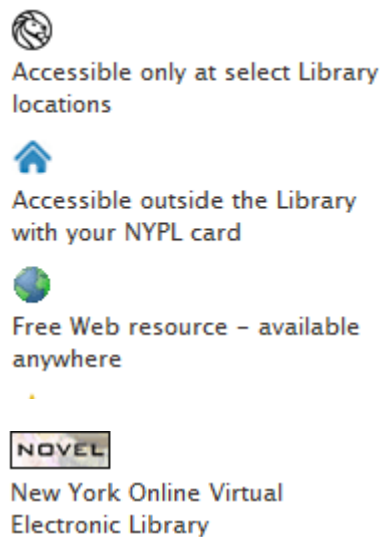
The Lion: Only available onsite at specific libraries	
The House: Available from your home	
The Globe: Links to Resources on the Web	
Novel: Electronic Virtual Books—mostly novels	

48

4   Select <u>Full-text journals (from Home)</u>

Find Journals by Title in Databases
Use the resources below to find which databases have the full text of specific magazines or journals.

4   🏠 <u>Full-text Journals (from Home)</u> ⧉

◎ <u>Full-text Journals (on-site in the Library)</u> ⧉

5   From the list, **Select Academic Search Premier** in order to access EBSCO databases

Login	EBSCO Support Site

Welcome to New York Public Library.

Please enter your library card number here: `23333060814875`

Login

Minimum browser requirements: Internet Explorer 6.0, Firefox 2.0, and Safari 2.0

Recommended minimum screen resolution: 1024x768

Learn more about
EBSCO Publishing's Product & Services

6   Enter the 14 Digit code that is on the back of your library card and press Login

⑦ Select Choose Databases

⑧ Deselect Academic Search Premier and select the database(s) that you wish to search through and Select **OK** . (In this case, ALA Religion Database is selected.)

Setting Search Options

Search options focus your search according to how and where the search is performed. Determine the information you need and select the box beside the option that you want.

- Search Modes: (Default=Find all my search terms)

    o **Boolean/Phrase**—Supports any Boolean searching or exact phrase searching.

    o **Find all of my search terms**—Auto AND for all words listed

    o **Find any of my search terms—**Auto OR for all words listed

- **SmartText Searching:** Copy and paste chunks of text (up to 5000 characters including spaces) to search for results. SmartText Searching analyzes the text and returns the relevant search terms and then conducts the search. This search mode is not available for all databases. Note: If your search fails, this option will immediately come up.

- **Apply Related Word:** Will search for synonyms of your search words

- **Also Search Within the Text of the Articles:** Will search for words inside the text as well as in the bibliographic record. This search may take considerably longer. (Note: This feature is not available in all databases).

Limit Search Results

Limit your search in order to find only the information that is specific to your needs. For instance, if you are doing research on the most current ideas in theology, you might want to include only articles from the last two years.

- **Full Text:** Find only entries with full text scanned online.

- **Scholarly (Peer Reviewed Articles):** Articles that have gone through the process of peer review.[22]

- **Publication Type**: Type of material that your are searching

    o **All:** All of the following

    o **Article:** A journal article

    o **Book:** A book (Note this is only a bibliographic record, the text of the book will not display. Use this like a library catalog search.)

    o **Essay:** An essay in a book (ATLA is one of the few databases that contains essays in books)

    o **Review:** A review article of a book. (This is very valuable in constructing an annotated bibliography).

- **Abstract Available:** Find only entries that have an online abstract[23]

- **Year Published from:** Range of dates within which article is published

- **Journal Title:** Title of the Journal in which the article is found

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[22] Peer Review is the process by which members of the same discipline evaluate articles submitted to journals. After receiving the manuscript, the senior editor assigns it to two or three reviewers with expertise in the area of the submission. The results of these "peer evaluations" determines whether or not the manuscript will be published by the journal. Because the process involves the academic community, it is considered the most valuable type of journal article. For more information on peer reviews see Anne C. Weller, *Editorial Peer Review* (Medford, New Jersey: Information Today, 2001).

[23] An abstract is a sketch or summary of a research paper. It usually contains the argument, the methodology and the results of the research. It may indicate whether or not the article is worth further reading. (See page 25).

Searching: **ATLA Religion Database with ATLASerials** | Choose Databases »

Search | Clear | ?

▾ Search Options | ...ch | Advanced Search | Visual Search | Search History/Alerts | Preferences »

Enter the word/words that you wish to find in the database. The search will utilize the same Boolean logic as CLIO. (See "Searching with Boolean Logic," pp. 20ff.)

Note: The search will be performed on the text within the document only if **"Also search within the full text of the articles"** is chosen in step #7 and the specific database allows that type of search. Otherwise, the search is performed only on the Bibliographic record in the same way as in CLIO. The difference here is that the record contains information about articles within journals and essays within books.

Appendix C:
ATLA Religion Database

The *ATLA Religion Database with ATLASerials* is the "premier index to journal articles, book reviews, and collections of essays"[24] in all fields of religion in the western world. Produced by the American Theological Library Association, the database began in 1949, although some of the indexing of journals extends back to the 19th century. Over 266,000 electronic articles and book reviews have already been indexed and are available from home through the New York Public Library.

To Access the Database

Follow the steps in Appendix B to access EBSCOhost through the New York Public Library. At step #6, scroll down the list of databases and select **ATLA Religion Database with ATLASerials** Follow the steps through #9
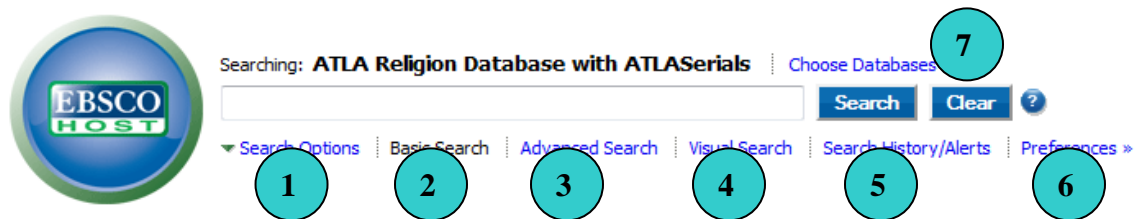
1. **Search Options**: Toggle on and off the Search Options

2. **Basic Search**: The default setting is an AND keyword Search. That is, it searches the entire database of bibliographic entries for **women AND bible.**

3. **Advanced Search**: Select where you want the search to take place, such as TITLE, AUTHOR, DESCRIPTOR (SUBJECT), etc.

4. **Visual Search**: Information display in columns and blocks. If you are visually oriented, you may like this search option.

5. **Search History/Alerts**: Allows you to combine the results of two or more searches in order to further narrow down your search. For instance, you could do one search on **women AND bible** and another on **men AND bible** and then combine the searches to produces **women AND men AND bible.**

6. **Preferences**: Search preferences, including page layout and export format. If you are using citation software like Endnotes, you can set Preferences to export citations to this format.

7. **Choose Databases**: Change to new database or add database(s) to search.

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[24] American Theological Library Association, http://www.atla.com/products/catalogs/catalogs_rdb.html, (accessed December 12, 2009).

Performing a Search

We will begin by performing a basic search on **women AND bible**, that is, we will be looking for records that contain both the word "women" and the word "bible."

Searching: **ATLA Religion Database with ATLASerials** | Choose Databases »

women bible

Search   Clear   ?

▼ Search Options   Basic Search | Advanced Search | Visual Search | Search History/Alerts | Preferences »

`
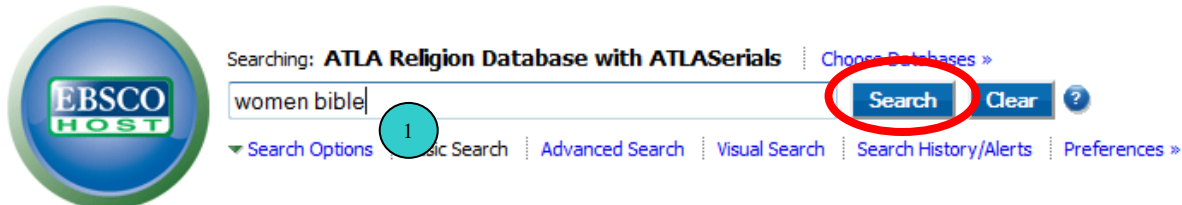
> 1) Type in the query **women bible** and select **Search.** The Boolean AND operator will automatically be added

Results: 1-10 of 4127   Page: 1 **2** **3** **4** **5** **Next**

Results for: women bible

○ Search Mode: Find all my search terms

1. Living by the Word: reflections on the lectionary [F 8, 2009]
    By: Wood, Lawrence. *Source: Christian Century*, 126 no 2 Ja 27 2009, p 19. Publication Type: Article
    Database: ATLA Religion Database with ATLASerials
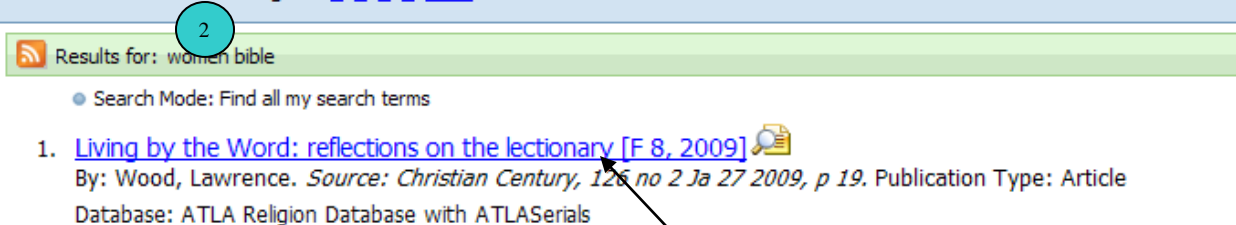
> 2) ATLA has found 4127 results that match your query. To display the bibliographic record, click on the title of the article.

📰 Citation   HTML Full Text   PDF Full Text

Title:	Living by the Word: reflections on the lectionary [F 8, 2009]
Author(s):	Wood, Lawrence
Source:	Christian Century 126 no 2 Ja 27 2009, p 19.
ISSN:	0009-5281
Publication Year:	2009
Language:	English
Subjects:	Peter, Saint, Apostle; Jesus Christ--Miracles; Healing of Simon Peter's mother-in-law (Miracle); Purity, Ritual (Judaism); Women in the Bible; Meditations
Publication Type:	Article
Issued by ATLA:	20090415
Accession Number:	ATLA0001700851
Database:	ATLA Religion Database with ATLASerials
Full Text Database:	Academic Search Premier

The bibliographic record for the article displays. The subject field plays the same role as the LC subject field in CLIO.

Subjects: Peter, Saint, Apostle; Jesus Christ--Miracles; Healing of Simon Peter's mother-in-law (Miracle); Purity, Ritual (Judaism); Women in the Bible; Meditations

Subjects are of especial importance to researchers. They link different works that cover the same or similar areas.

---

3) Select the topic "Women in the Bible"

Your search criteria immediately changes to **DE** (Descriptor) **"Women in the Bible"** with quotes around the words designating a search string.

Searching: **ATLA Religion Database with ATLASerials** | Choose Databases »   **4**

DE "Women in the Bible"   **Search**   **Clear**   **?**

Basic Search | Advanced Search | Visual Search | ▼ Search History/Alerts | Preferences »

---

4) Select Search.

A

Results: 1-10 of 1754   Page: 1 2 3 4 5 Next

📶 Results for: DE "Women in the Bible"

● Search Mode: Find all my search terms

1. Living by the Word: reflections on the lectionary [F 8, 2009] 📑
   By: Wood, Lawrence. *Source: Christian Century, 126 no 2 Ja 27 2009, p 19.* Publication Type: Article
   Database: ATLA Religion Database with ATLASerials
   📁 Add to folder

   📄 HTML Full Text 📄 PDF Full Text

A) The 1754 search results are less than half the number of those from the search for "women AND bible." This is because the previous keyword search was performed on all the fields in the record, while the subject search looked only in the Subject/Descriptor field.

Running Multiple Searches

An effective way to perform searches is to begin with a broad query and then to hone the search down according the type of information that you find. EBSCO keeps a history of the searches that you perform and allows you to run further searches on them.
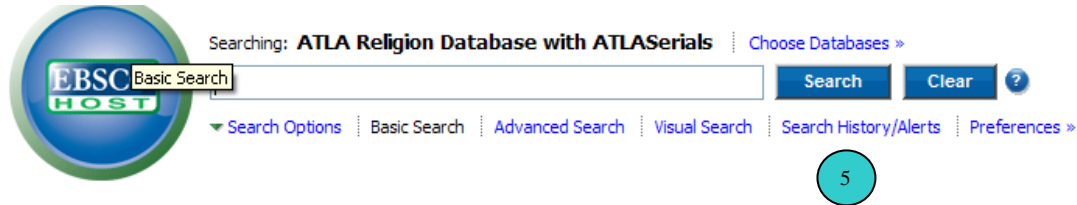
5)	In order to view the search you just completed in the previous section, select **Search History/Alerts**
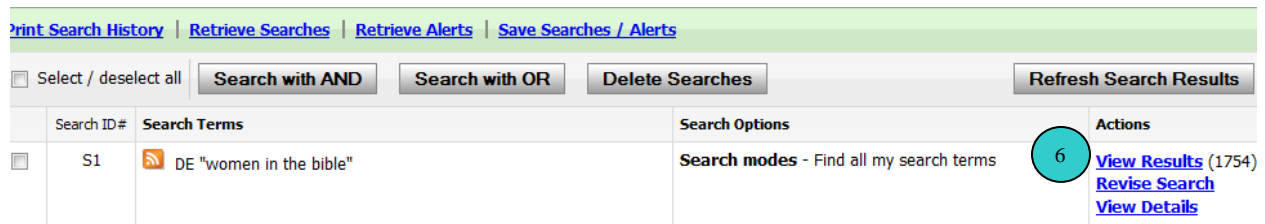
6) To view the results of the first search select **View Results**
7) Click to open the first entry (or any entry)
Living by the Word: reflections on the lectionary [F 8, 2009]

Let us focus our search on the relationship between cleanliness and uncleanliness regarding women in the bible.

8) Select the subject **Purity, Ritual (Judaism)**

9) Select <u>Search</u>

You now have two search histories, S1 and S2. By combining these two searches, you will be searching only on articles that have both subject categories

10) To initiate this search, select the Search histories that you wish to join and select Search with AND.

Only 13 articles are about both "Women and the Bible" AND "Purity, Ritual (Judaism)."

Citing an article from the ATLA Database

Open the any file by clicking on the file name
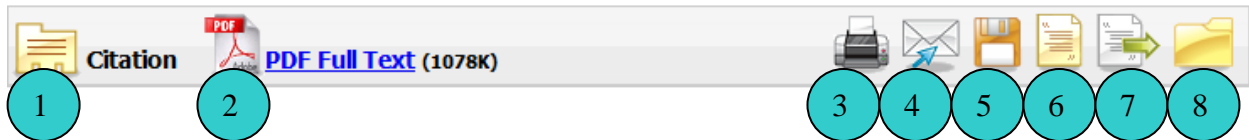
A number of icons will display at the top of the page, which allow you to a) view any attached text file (#2); b) print (#3), email (#4) or save (#5) your citation and any text files associated with it; and c) export the citation to a bibliographic manager (#7). You can also save your searches to a folder (#8) that will remain within your account until you delete it.

1) Citation	5) Save as File
2) PDF Full Text	6) Cite this article
3) Print	7) Export to Bibliographic Manager
4) E-mail	8) Add to Folder

To view the correct citation form for the selected article, click on #6: "Cite this article."

Highlight the **<u>Chicago/Turabian: Humanities</u>** entry and cut and paste it into your Bibliography.

Bibliography

Chankin-Gould, J D'ror et al. "The sanctified 'adulteress' and her circumstantial clause: Bathsheba's bath and self-consecration in 2 Samuel 11." *Journal for the Study of the Old Testament* 32, no. 3 (March 2008): 339-352. *ATLA Religion Database with ATLASerials*, EBSCO*host* (accessed July 8, 2009).

Appendix D:
Using Census Data

Population Size of a Specific Region

Go to the U.S. Census site at www.census.gov.

New on the Site

Data Tools

American FactFinder

Jobs@Census
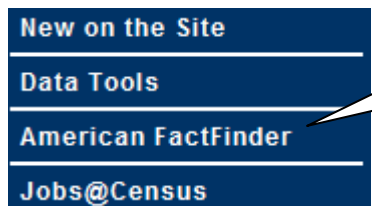
1.   On the Menu on the left side of the
      screen, select **American FactFinder**.

2. On the Menu on the left side of
    the screen, select **Population
    Finder** and **ENTER.**

POPULATION FINDER

FACT SHEET

PEOPLE

HOUSING

BUSINESS AND
GOVERNMENT

city/ town, county, or zip

Brooklyn

state

New York   GO

search by address »

2. Type in the location
    information and select
    GO.

Facts about a Community

1. Select **Fact Sheet.**

Selecting a different tab will provide information from a different data profile

2005-2007 2(

2005-2007 American Communit
Data Profile Highlights:

Narrative Profile | Reference Map

NOTE. Although the American Community Survey (ACS) pro... population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Social Characteristics - show more >>	Estimate	Percent	Margin of Error	
Average household size	2.60	(X)	+/-0.01	map
Average family size	3.19	(X)	+/-0.01	
Population 25 years and over	195,646,383		+/-26,981	

2. To Display Information for a specific region, type in the location information and select GO.

city/ town, county, or zip

Brooklyn

state

New York

GO

search by address »

General Characteristics - show more >>	Number	Percent	U.S.
Total population	2,465,326		
Male	1,156,446	46.9	49.1%
Female	1,308,880	53.1	50.9%

The information will display in relation to the national statistics.

Appendix E:
Searching the Internet with Google
How an Internet Query is Processed[25]

The more you understand how search engines processes queries, the better questions you will be able to ask. The following diagram indicates how a search engine, such as Google, finds information.

(1) A **query** is placed by your computer

(2) The **query** is sent to the **Web Server** of the Search Engine

(3) The **web server** understands that it is a **query** and sends it to the Index Servers. The **index servers** function very much like the index of a book, listing information that points to external web pages. When the **index servers** determine where the information lies, they place a call to the **document servers** that retrieve the information.

(4) Once found, the **document server** returns the address as well as a snippet of information to your computer. The address and snippet display on your results screen.

---
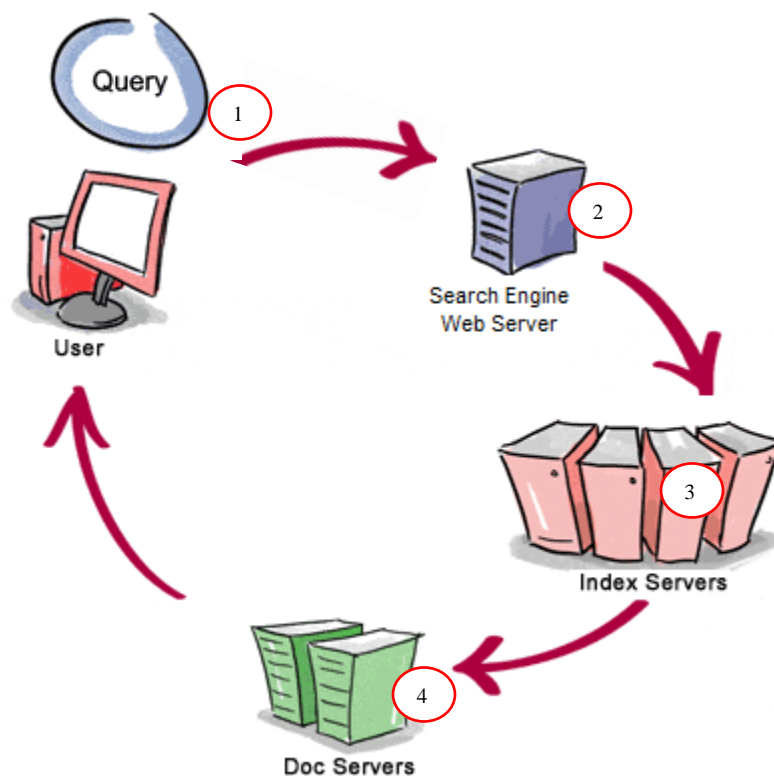
[25] Google, "Technology Overview," http://www.google.com/corporate/tech.html (accessed July 23, 2009).

Components of the Google Result Screen[26]

1. Specialized Searches - Additional under <u>more</u>
2. Search Box - Enter search queries
3. Search Button - Select after entering a query
4. Statistics Bar - Displays number of hits
5. Top Ranking Result - Result that best fits the query
6. Page Title - The title of the web page or document
7. Page Excerpt - Short view of area containing results of query
8. URL - Internet address of the page
9. Cached Page - Fast retrieval of page, but may be out of date
10. Similar Pages - Pages that have a similar subject
11. Up and Down Arrows - Move Results up or down in priority
12. Sponsored Links - Paid advertisement

Advanced Scholar Search

Advanced Scholar Search allows you to focus your search on specific fields and to perform Boolean searches without needing to know Boolean syntax.

① Find Articles:

Boolean search operators that do not require knowledge of Boolean syntax. You can build up a search, adding or removing search information in order to narrow or expand your search. The operators will be entered automatically according to the type of search you specify.

> **with all the words**: an AND search; 'black theology' yields 'black AND theology'

> **with the exact phrase**: searches for the words in the exact order that you give; 'black theology' yields a search for the string "black theology" [note the double quotes]

> **with at least one of the words**: an OR search; 'black theology' yields 'black OR theology'

> **without the words:** a NOT search: 'black theology' yields '-black -theology'

② where my words occurs: the dropdown box allows you to select

> **anywhere in the article**: 'black theology' could exist anywhere in the document

> **in the title of the article**: 'black theology' would only come up if it is in the title

③ Author: the author of the book or article (firstname lastname)

④ Publication: name of a Journal

⑤ Date: range of time in which it was published. For the most current articles, put the current year in the first blank.

⑥ Subject Areas: limit search to specific subject area. Default searches includes all subject areas

> 1) To search only within a specific subject area, select the circle to the left of the desired subject. For theological/biblical works, select **Social Sciences, Arts and Humanities.**

In the above Advanced Search screen, Google will search on the phrase **"black theology"** within a book or article written by **cone** in the **Social Sciences, Arts and Humanities** area.

Google Scholar Result Screen

Our search provides us with a large amount of information:

1. **Conversion to Boolean syntax**: Since we placed black theology in "with all the words" it displays as a comma delimited string. Because we designated that it be in the title, it displays as **allintitle: "black theology,"** and because we chose "cone" as the author it displays **author: cone**. In addition, **Social Sciences, Arts and Humanities** now appears below our search query.

2. **The number of results that match your query**: This information should be looked at immediately after a search, as too many hits means the query is too broad. In this case there are 43 hits, which could easily be analyzed.

Three different types of works are displayed in this edited list

- a. Book that is not available online: will provide basic bibliographic information.
- b. Journal article online to subscribers of the Journal of the American Academy of Religion. Although the article is in a journal to which you do not subscribe, it is available in the ATLA Religion Database available through the New York Public Library
- c. A limited preview of the book is available online at www.books.google.com (See Google Books).

3. **Cited by**: The number of articles online that cite this article. In this case 229 articles online cite *A Black Theology* alerting you that this is a very important book in the field. To display all of the articles that cite this one, click on Cited by 229.

4. **Related Articles:** Other articles on the web that have the same or like topic. This is very much like doing a subject search in a card catalog. Since you are on Google Scholar, all the articles will be scholarly articles. To view the related articles, click on Related Articles.

5. **Library Search:** This choice will only display if the hit is a book. Using WorldCat, it will locate libraries that have the book, beginning with those closest to you. This is the same as performing a WorldCat search through EBSCOhost or the Columbia Databases.

Using Google Books

The mission of Google Books is to "organize the world's information and to make it universally accessible and useful."[27] The ultimate goal of the project is to provide access to all books ever published, by making agreements with publishers and scanning major academic libraries such as Columbia University and New York Public Library. At this time there are millions of books online that allow at least some access by an Internet user. This exercise will show you how to perform a basic book search.

To use Google Books:
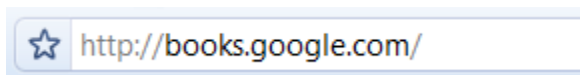
 At the address bar of your search engine, type in www.books.google.com and **Enter**

The search bar looks very much like the standard Google bar. If you wanted, you could type in the information here, but it is more efficient to use the **Advanced Book Search** to the right of the Search Books button.

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[27] Larry Page, "Secrets of success," January 6, 2009, http://www.ycombinator.com/pagequotes.txt (accessed July 4, 2009).

In **Find Results**, you will enter information in one of four categories without the Boolean operators AND, OR, NOT. The types of search are *with all the words*; *with the exact phrase*; *with at least one of the words*; and *without the words*. If we type the words **bible version** in each category we will receive the following:

- with **all** the words = **bible AND version** – entries with both those words in any order

- with the **exact phrase** = **"bible version"** – entries with the two words in that exact order

- with **at least one** of these words = **bible OR version** – entries with either word in any order

- **without** the words = -**bible -version** – entries that contain neither word

Other Search Categories

Search: ⦿ All books   ○ Limited preview and full view   ○ Full view only

- **All Books** = All books linked in Google, which may or may not allow viewing
- **Limited preview and full view** = Books that allow at least some access, from a table of contents to a full view
- **Full view only** = Books that can be fully viewed, usually in PDF

Content: ⦿ All content   ○ Books   ○ Magazines

- **All Content** = all forms of material including journals, magazines and books
- **Books** = only published books
- **Magazine** = Magazines, both old and current

Since there is a bibliographic record for these books, you can also do standard library searches according to Title, Author, Date, Publisher, etc.

Finding a Book

We will look for **a commentary on the book of Job**, by Samuel Cox, published in 1880. There are many strategies for finding this book, but since we know the title and the author, we will do a simple author/title search.

(1) **Select** Advanced Search

Search:	○ All books ○ Limited preview and full view ⦿ Full view only	
Content:	○ All content ⦿ Books ○ Magazines	
Language	Return pages written in	any language ▾
Title	Return books with the title	commentary on the book of job
		e.g. Books and Culture
Author	Return books written by	samuel cox
		e.g. Hamilton Mabie or "Hamilton Wright Mabie"

(2) **Set the following:**

Search = Full view only
Content = Books
Title = commentary on the book of job (not case sensitive)
Author = samuel cox

(3) **Select** [Google Search]

Books Showing: Full view only ▾

A **Commentary** on the **Book** of **Job**: With a Translation **(4)**
by **Samuel Cox** - Bible - 1880 - 552 pages
Full view - About this book - Add to my library - More editions

Google finds a book in Full View.

(4) To view the book, **click** on the title

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Finding a Book in Google Book – (Cont)

(a) The text displays on the right side of the screen. The text of the document cannot be copied or printed. If you print the page, it will appear blank.

(b) On the left side is a search box where you can search for any word or combination of words in this document. You will be provided with snippets of the pages where your query occurs.

(c) On the left side are also links to purchase the book or find a library that has it. Using the <u>Find a library</u> can be very useful in providing full bibliographic information on the book.
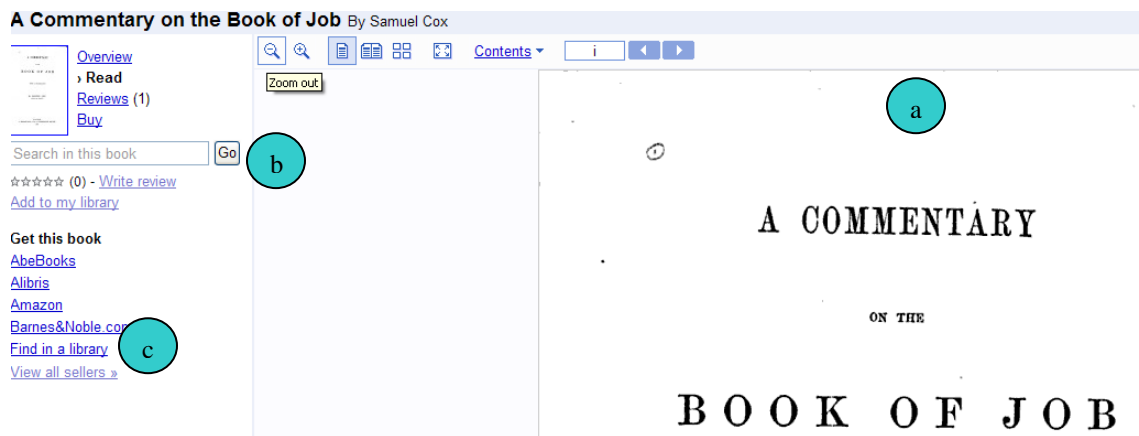
Although you cannot print the document open at the right side of the screen, this work is in the public domain and can be downloaded. On the top of the screen is a link to Download the book in PDF or EPUB, an open e-book standard by the International Digital Publishing Forum (IDPF).
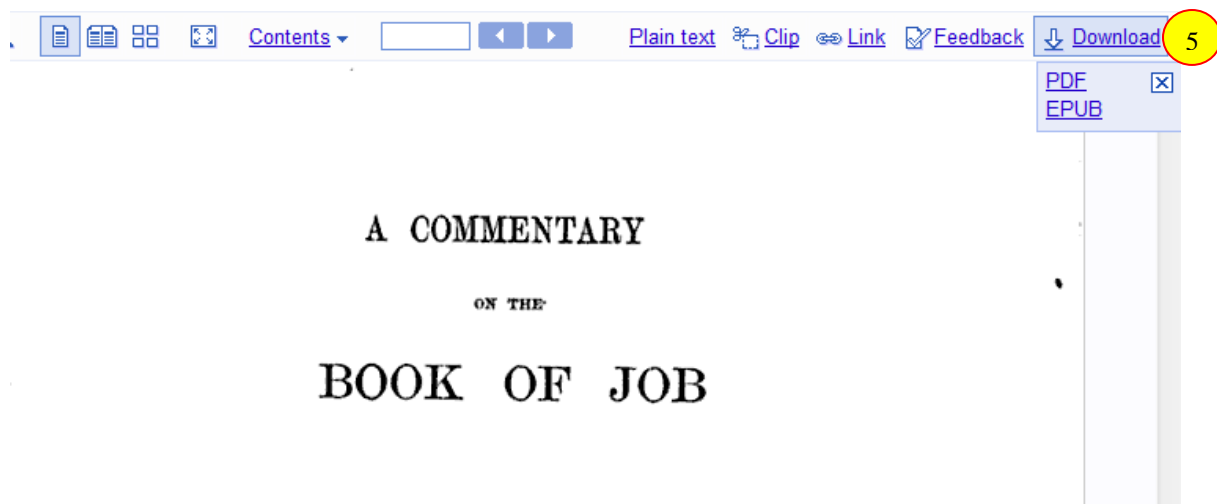
5. Select Download and then **PDF** and the entire book will load into your Acrobat viewer. You can print or save any or all of the text. (If you do not already have it, the PDF viewer is free and available from www.acrobat.com.)

Appendix F:
How to Evaluate a Webpage Worksheet

Address of web page: http://www._____

- **Purpose of site? Who owns the site?**

- **What is the Form of Information (how transmitted, kind of information)?**

- **Organization and Content:**

- **Date of Production/Revision:**

- **Bias – political or issue stance:**

- **Usefulness**:

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